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ABSTRACT

Proceedings are presented of twenty public hearings conducted by the advisory council for technical-vocational education in Texas. The objectives of the hearings were to provide an opportunity for citizens to give input as to needs, assessment of resources, and dialogue regarding technical-vocational, adult, and manpower programs. The first three sections included in the document present oral quotes from the hearings and is broken down into sixteen broad categories: quality/relevancy of education; need for skilled workers; image/attitudes; industry/education partnership; fundings; special groups; state administration; teachers' salaries, preparation, and certification/counseling; adult education; coordination between agencies/programs; new programs; and miscellaneous. The second portion of the document is comprised of written testimony submitted at the hearings and is divided into the same sixteen categories. A sub-part of section 2 presents the written reports of six study groups appointed to study specific topics. Study groups reporting were comprised of (1) administrators (educators), (2) business/industrial association, (3) manpower/Comprehensive Employment and Training Act/labor/state and federal agencies, (4) Parent Teacher Association/school board/parents/citizens, (5) students/former students, and (6) teachers. A final section gives testimony received from students and former students. (LRA)

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ED185405

THE PEOPLE SPEAK

Proceedings of 20 Public Hearings on Vocational Education in Texas

September-October 1978

Sponsored by The Advisory Council for Technical/Vocational Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE ADVISORY COUNCIL FOR TECHNICAL–VOCATIONAL EDUCATION IN TEXAS
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May 22, 1979

Greetings:

A large number of people in the State of Texas are aware of vocational education and its worth to the well-being of this state and its people.

A substantial number of these interested and involved citizens took the opportunity to let their feelings, concerns and suggestions about vocational education be known in a series of public hearings during the fall of 1978.

The Council is indebted to the Education Service Centers and community leaders for hosting the 20 public hearings. A great deal of organization was required by these leaders and education personnel to alert the community about the hearings so the Council would be provided exposure to a cross section of the thinking citizens of Texas.

These Proceedings contain a large, representational cross section of the testimony given at the hearings -- both verbal and written. Not every single point could be included, but an effort has been made to highlight the major themes and topics voiced at the hearings.

Special thanks is due to the many representatives of business, industry, labor, government and education, as well as students and the general public, who gave of their most valuable time to make each of the public hearings a pleasant and heartwarming success.

The Council is aware that public forum activities providing grass roots input is valuable only to the extent that lines of communication are established and state and community leaders are responsive to the input. The initiative for improvement rests at all levels. Our effectiveness will be measured by how well we work together in serving the needs of our citizens of all ages.

Sincerely,

Bill Elkins

Bill Elkins
Chair

PURPOSE: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

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FOREWORD

In this period of political apathy, when many citizens feel government is too big and is unresponsive to their needs and concerns, it is very difficult to get people to become involved in activities such as public hearings. But, in the fall of 1978, 1,200 concerned citizens felt strongly enough to participate in 20 public hearings across the state. The topic -- Concerns and Needs Regarding Technical, Vocational, Adult and Manpower Programs in the State.

Four major groups were most widely represented at the hearings -- business and industry, educators, students, and policymakers. And from these groups came three major "themes:" (1) the critical need for skilled workers in Texas business and industry; (2) a greater percentage of the education dollar for vocational education; and (3) improvement of status of vocational education and attitudes toward it.

Perhaps the most vocal group was business and industry. Representatives were present at every hearing and they were very insistent that something be done to alleviate the shortage of skilled workers and technicians that presently exists in Texas. The need is so critical in some industries that they are having to curtail production, while others are having to take their business out of state and still other companies are selecting other states in which to locate. Recruiting outside their region and state are common occurrences with many Texas companies who find it impossible to hire the skilled workers they need.

The largest group represented was the educators. It is only natural that the people most closely associated with education -- teachers, administrators, and counselors -- would have much to say about their problems and concerns.

As might be expected, the needs voiced by this group were as varied as the representatives themselves. They pointed out that the demands being made on vocational education will require a larger portion of the education funds. As it is now, vocational education receives only eight cents out of each education dollar. Additional money is needed for more facilities, start-up for post-secondary programs, new equipment, improvement of the delivery system, more support for vocational education, better implementation of career education, additional support for apprenticeship training, more vocational counselors, competitive salaries for vocational education teachers.

The concern that was voiced by all groups and rated "number one" by many was that of improving the attitudes of people, particularly parents, toward vocational education. This was tied in with the need to improve the status and image of vocational education. Vocationally-trained people are in demand now and are progressing up the financial ladder. But the story is not being told and many parents are not supportive of vocational education, as a general rule. Most people realize the need for having good mechanics, carpenters, electricians, etc., but most parents don't want their children to be one of these. "It's fine for somebody else's children" seems to be the attitude of parents today. Of course, this need for positive attitude extends to the entire audience -- students, educators, policymakers, and the general public.

Images and Concepts of Work

Presented by Thomas D. Westfall, JD before Regional Hearing on Vocational, Technical, Adult and Manpower Education Needs in Region XIX Education Service Center September 28, 1978.

I feel quite honored to have been asked to speak to you today. From reading the agenda, I know that you will be hearing from speakers far better versed in the field of vocational-technical education than I. But sometimes, it is a wise procedure to put on someone who is not an expert in a particular field; to allow that person to speak before those, with the expertise, discuss the problems of the subject. This often adds a dimension to a seminar which would be lacking if we were only to deal in the technical and professional aspects of a field.

Therefore, I am going to talk for a few minutes on a subject that I do not see on today's agenda. That subject is the image and concepts of work and the personal satisfaction inherent with all jobs and livelihoods, and today, in particular, in the vocational and technical fields.

Etienne De Grellet said, "I expect to pass through this world but once . . . I shall not pass this way again." This is a simple statement of the finality of all our lives. It is apparent to all of us here: that we only go around once. And to paraphrase a popular advertisement: because we do only go around once, we should grab for all the gusto we can get!

This can be applied to all parts of our lives, certainly more important parts than just bending our elbows. Let's take work, for example.

Our work, our trade or occupation, takes a large segment out of our lives; in not only time, but in energy and creativity as well. The image we maintain of ourselves and our work, the amount of personal satisfaction and fulfillment we derive from our work, will, in a great measure, determine how successful we feel our total lives have been. Regardless of what our occupations are — whether they be executive, technical, blue or white collar — we all at one point or another, decided on how we would spend that productive portion of our lives. Our work may be well-paying; it may give us financial security; it may be steady; it may be satisfying. On the other hand it may have all the enumerated benefits and be totally unsatisfying and a continued exercise in frustration. There are far too many workers in America today, who dread the start of each working day. Dissatisfaction spans the entire gamut of occupations; from carpenters, to electricians, to auto workers, to middle level executives and even to corporation presidents. A recent poll conducted by one of the television networks indicated that one out of every three Americans is unhappy with his job. One out of every three! Why are so many of us dissatisfied in our work?

To understand the reasons and motivations behind job dissatisfaction would require a massive in-depth look, based on sociological, psychological and physiological factors. It would also require more time than we have today. There hasn't been a great deal of empirical study on why people are dissatisfied on a broad basis. We do know that some studies such as the famous Howthorne studies conducted between 1927-1932, and the Brayfield and Crockett project in 1955 can give us some insight into the satisfiers and dissatisfiers found in the working situation. But still, no definitive study has been completed to date.

So, with this in mind, let's look for a minute at the individual and the factors which shape his attitudes toward his work. First, let me say that nothing exists in a vacuum. Each of us perceives of ourselves within a framework set up and directed by our society. American society is an enor-

mous structure, comprised of many different ethnic, religious, economic, and political groups. The Dictionary of Occupations lists, 21,741 different occupations. Our society serves not only as a framework for each of us—a framework which defines our particular role in life—but also as a guide, a sign post, by which we are to judge ourselves in relation to each other. All societies, and America's is no different, operate under this "Theory of Relativity." Jack judges his own progress by Joe's. Mary judges her progress by Sharon's, or now days, possibly Mary also judges her progress by Joe's also. I suspect this is part of the human condition—that we judge ourselves and determine, to a great extent, our personal and internalized sense of self worth based upon our judgment of others. This is perhaps unavoidable; it is not necessarily bad —at least not in all situations. It wouldn't be bad at all, in respect to work, if society judged all honest work as being equal. We know, however, that this is not the case. From a purely monetary standpoint, we know that all work is not equal. No political system, despite the dogma of Marxism and socialism can make it so. In America, we know that the college professor makes more money than a ditch digger; we also know that many plumbers make more than many college professors.

So on the financial side, our standards of judgement are variable. They vary not only geographically, but historically as well. Based on this, if financial reward were the only standard of relative worth, we could easily establish a uniform criteria for personal evaluation of our individual productivity. This is not the situation. There is another trend which for some forty years in America has exerted tremendous influence. The trend I am speaking about is the American view that technical craftsmanship — be it in the construction trades in agriculture, in personal services or any other field you can think of — is somehow to be looked down upon. I believe this was as a result of the Great Depression, which started in 1929. During this depression, the attitude among most of the poor families was for their children to obtain an academic education. The saying was almost universal: "Get an education — they can't take that away from you." Who "they" were was never explained; or why they would want to take something away from you was never explained.

Carpenters, hairdressers, food service workers, electricians and farmers are not the "Beautiful People." In the entertainment field, in books, television, the movies, the vocational and technical workers are not shown as the "Stars," unless as in the case of Archie Bunker or Fonzie, and even then they are depicted as caricatures. Archie Bunker, the loading dock foreman and now bartender is funny, but he is portrayed as having the I.Q. of a rhesus monkey and the sensitivity of a rock. Archie's son-in-law, Mike, is the family member with the sensitivity and with intelligence and knowledge — why? Because he is a college graduate, with a capital "G."

However, this view in America in the past few years is becoming a new and realistic return to the training of technical and vocational workers. True, they are still not the "Beautiful People." They do not, unless they live in the fantasy land of television, wear $400 Brooks Bros. suits. They do not drive this year's Lincoln Continental Mark V or Cadillac. They do not take off, on a whim, for Tahiti or vacation in the Orient this season. They may not have large diamonds or blue chip stocks. They are still the butt of innumerable jokes and social puns. It is true, certainly, that vocational and technical workers do not belong to the jet set. But, they are the people, whose daily work, keeps this country going. And that is something to say!!

Since World War II, an unprecedented percentage of young people have attended or graduated from the colleges and universities. This is, in part, due to the fact that their parents — who were for the most part vocational and technical craftsmen — could afford to send them there. (A per-

sonal example is that both my wife and I were the first college graduates in our families.) This exodus from the trades was because of the attitude we Americans have toward the vocations. All of a sudden, to be a craftsman or an artisan was somehow less than desired. Well, I can tell you now that this trend has been reversed since Viet Nam, and it is a good things that it has.

Where would we be, as a nation, if all our young people turned to the academic pursuits we have come to believe are essential to one's self worth? A case in point: my wife, Margie, is an excellent French teacher. However, when the sink stops up, her French is not much use except perhaps as a way to mutter softly a few disgusted phrases. My wife can not fix that sink. She calls the plumber because he can. Now, this is reciprocal. If our plumber plans a visit to Paris, (and, believe me, he can afford to!) and would like to learn how to ask for the facilities — which he repairs in this country — are; he'll need to come to my wife. The point of this is that we all need each other. In an open, integrated society — which America is — we all depend upon specialization, be it medical, executive or vocational. Unless, we were to retreat from society altogether — to really drop out and find a secluded spot on a mountain — none of us could make it all alone.

So, what does this mean in terms of job image and job satisfaction? I think it means that we, as a nation, had better rethink our position and reexamine some of the attitudes left over from the Depression Years. On a national level, we must start realizing that there is dignity and nobility in all forms of honest labor, whether that labor be behind a desk or behind a bandsaw. On a personal, individual level, we all must realize that we should find that particular occupation which will afford us the dignity, the nobility and even the enjoyment so necessary to our lives. We must get rid of these "sophisticated" notions fostered by Madison Avenue types. We must abandon the idea that the only worthwhile occupations are done by people inside white shirts and business suits. We must be free to experiment; to try our minds and our hands -- because *they* are inseparable — at many different things. We must not allow our children to be pushed or bullied into any field just because that is "what we did" or, conversely, "what we were not able to do!"

In America, we say that all men are created equal. Unfortunately, we know intellectually, they are not except in the sight of God or the law. In one important respect, perhaps all of us are equal: we are equal in that we all have the right to be allowed freedom from stereotyping from Madison Avenue, from peer and parental pressure to allow us to choose that occupation which makes us happy and for which we are individually suited. We should all have the right, and in fact, the obligation to ourselves to experiment in order to find that magic mixture of talent and desire and the corresponding work situation which will keep us satisfied.

This will not only benefit us and our families, it will also benefit our country. Perhaps, the most important concept which we can get across to the student — be he a vocational trainee or a university graduate student — is that *all* work is important. As Thomas Carlyle said, "All work, even cotton spinning, is noble . . . work alone is noble." If each of us understood this concept and integrated it, internalized it on an emotional level, I suspect that we would all be much happier.

Assuredly, the quality of our work would improve. There would again be a pride in craftsmanship — a pride in American products and services — be they technical or managerial.

In any field or position, we all share the same human problems. Most of us have or will have families. We all work and live in a sometimes complex superstructure of authority and subordinancy. We are all born and will all some day die. When it comes down to actuality, we all have a lot more in common than we have in differences. We

must teach our children and, possibly ourselves, that envy or a posture of superiority is never a guide to true, personal satisfaction. It certainly isn't in the job market.

Whatever field we choose to work in, we need to remember that *it is no better or worse than any other if it makes us happy and satisfied.* It is all relative. Madison Avenue may not agree with this, but the New England poet, E.A. Robinson does. Let me read to you his version or vision on dissatisfaction. His poem spells out this concept far better than I ever could.

Richard Cory
by E.A. Robinson

Whenever Richard Corey went down town
We people on the pavement looked at him;
He was a gentleman from sole to crown,
Clean favored and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked:
But still he fluttered pulses when he said
"good morning" and glittered when he walked.

And he was rich — richer than a king.
And admirably schooled in every grace:
In fine, we thought that he was everything
to make us wish that we were in his place.

So on we worked, and waited for the light
and went without meat, and cursed the bread.
And Richard Corey, one calm summer night
Went home and put a bullet through his head.

SUMMARY

PUBLIC FORUM ACTIVITIES

The Advisory Council for Technical-Vocational Education in Texas is required to hold at least one public forum annually to obtain citizen input relevant to the planning and management of vocational, technical, manpower, and adult programs.

Between September 18 and October 23, the ACTVE held a total of 20 Regional Hearings, 19 of which were planned by the Regional Education Service Centers, under the guidance of a designated Planning Committee of key citizens, and one by the Adult Education Learning Center, Lubbock Independent School District. The objectives of the hearings were to provide an opportunity for citizens to give input as to needs, assessment of resources, and dialogue regarding technical, vocational, adult, and manpower programs.

The hearing format was planned by the Education Service Centers and the Adult Education Learning Center which included: (1) An awareness element presented by ACTVE; (2) Three slide presentations, entitled "ACTVE...Who We Are and Why We Are Here," "The Texas Employment Commission Statewide Demand and Projection 'Job Scene 1985,'" and "Where We Are In Vocational Education," were shown and the purposes of the hearings reinforced; (3) Regional Profile of Labor Market Demand and Projections; (4) Citizens testimony on needs and assessment of resources; (5) Response to concerns expressed by citizens; and (6) A Wrap-up and Evaluation of the hearing by participants.

Over 1,185 citizens attended the hearings which included a ratio of 60% educators to 40% for non-educators. Fourteen State Legislators attended 11 of the 20 regional hearings and eight State Board of Education Members were present in seven of the hearings. There were 30 school superintendents present in 13 hearings and 11 post-secondary presidents present in six hearings. The Texas Education Agency had 22 staff people in nine hearings, and there were a number of educational administrators present, other than the chiefs in post-secondary and secondary institutions, and a broad representation of the various geographic, economic and social areas of the State.

In order to more effectively pass on the information from these hearings, we have decided to let the people speak for themselves. The first part is made up of verbal quotes, the second portion is written testimony that was turned in and the third part, the students speak. There has been a minimal amount of editing, except where necessary for grammar and clarity.

The people had a great deal they wanted to share about vocational education. Now, we are sharing their input with you in as pure a form as possible -- direct quotes.

GENERAL MESSAGE

A majority of the concerns expressed by citizens of Texas have been summarized in the following general statements. But there were quite a number that didn't fall into these categories and have been included in the testimony sections -- quotes and written.

I. NEED FOR SKILLED WORKERS AND TECHNICIANS. The need for skilled workers and technicians is present throughout the state and is CRITICAL to the economic well-being of the state. This need exists even in relatively high unemployment areas of the state. For the most part, entry-level workers are in good supply. Workers with degrees are in good supply. The skilled worker and technician are ESSENTIAL to the EFFECTIVE functioning of business and industry of the state.

II. IMPROVE THE IMAGE OF VOCATIONAL EDUCATION AND THE ATTITUDES OF POLICYMAKERS. The problem associated with improving the image of vocational education and the attitude toward it reaches into the homes and involves parental attitudes regarding career aspirations of their children. Special efforts to alleviate this problem should be undertaken. Improving the attitudes toward vocational education also encompasses the attitude of some educators toward adequate counseling and providing relevant programs; and the attitude of the Legislature, Boards of Education and others in funding and making other provisions for Technical, Vocational, Adult and Manpower Programs.

III. IMPROVE BASIC EDUCATIONAL SKILLS AND ATTITUDES TOWARD WORK. The need to improve basic educational skills and attitudes toward work was especially expressed by employers and educators in vocational programs who emphasized that such skills and attitudes are essential to provide meaningful training. Positive attitudes toward work was a universal concern with employers, which emphasizes the need to develop employability skills.

IV. ADEQUATE FUNDING OF PROGRAMS. A number of areas concerned with adequate funding of programs has been addressed by the Council in various reports, and many of these were reinforced by the hearings. These concerns include the following: (1) funds for start-up and redirection of programs in post-secondary institutions; (2) additional funds for institutions that grow more than 5% per year; (3) funds for Adult Basic Education, Adult Vocational Education and Competency Assessment Centers; (4) provision for competitive salary structures for vocational education teachers, especially at the secondary level; (5) provisions for vocational facilities and equipment; (6) funding for career education and exploratory programs at the junior high school levels; (7) information and data systems, especially student follow-up; (8) industrial start-up; and other items.

V. QUALITY/RELEVANCY OF EDUCATION. The concern for curriculum reform and provision for acquisition of saleable skills would influence the entire public education system. The requirement for educational experiences that relate to the interests, abilities and aptitudes of all students was called for by most citizens during the hearings.

VI. COORDINATION BETWEEN AGENCIES/PROGRAMS. The coordination of resources relates to intensified efforts to more effectively coordinate the resources of local, state, and national programs that prepare citizens for work. Such employers, labor and other programs, to achieve maximum benefits to individuals and the economy with a minimum outlay of resources.

VII. STUDENTS SPEAK. Vocational education's contribution to learning was stressed in the positive testimonies of students and former students who attended the hearings. They addressed the various ways they were helped by vocational education -- not only in developing specific dexterial skills, but in developing lifelong habits and proper attitudes toward work and leadership skills.

VIII. SPECIAL GROUPS. The topic of improving support for training the handicapped was addressed at almost every hearing. Needs were set forth and some possible solutions were suggested. The need to increase the involvement of women and minorities in non-traditional vocations was set forth very strongly by business and industry people. Their recruiting efforts have not been successful in attracting women and minorities into their particular fields. They pointed out that this was true in their opinion, because there is a lack of properly trained and skilled women and minorities.

IX. EXPAND PROGRAMS AND SUPPORT FOR ADULT BASIC AND VOCATIONAL EDUCATION. The need for expansion of programs and support for adult basic and vocational education was expressed most frequently in the need for basic skills in order to function effectively in the work force. The need to strengthen adult vocational education programs was underlined in the expressed need for more skilled and technical workers, which requires preparatory and supplemental training, as well as updating skills and developing new ones for adults already in the work force.

PART I
THE PEOPLE SPEAK

Quotes from the People

In this portion of the proceedings, some representative quotes have been compiled. All participants will not find their specific testimony included, but an attempt has been made to select statements that covered as many of the subjects mentioned as possible.

The input has been broken down into 16 broad categories.

Quality/Relevancy of Education

"There is a limit to the number of underemployed persons and qualified workers now presently in the labor force. If we are to continue to grow, we must put more emphasis on the latter two categories, and particularly education. We must give more emphasis to educating workers with the skills needed by new and expanding industries, and we have to be wise enough to correctly anticipate which skills are needed. And even so-called 'unskilled' workers need to have the basic math and communications skills. Whether we increase our training efforts or not, I can guarantee the other states will increase theirs. Its their quickest and most effective way to offset our other advantages. And as I indicated earlier, we can be an industrial utopia otherwise, and still fail to expand our economy, if we fail to have capable workers available."

* * *

"I think one point that should be stressed is the quality of education--the quality of vocational training. I think the students have to get more math. We're getting people we're trying to train and they have no math. They can't do simple trig., simple ratios and algebra. I'm just amazed that we don't have these people trained. And I'll tell you the truth--they come in to fill out applications and they can't even spell the job they came in for...and you can't read it! I don't know whether they teach writing or not. But they certainly scribble and I need an interpreter almost to find out what their name and address is."

* * *

"I don't think we are ready to go into intensive secondary vocational education at the expense of neglecting the child's academic education. He needs as much academic education as he can possibly take. So I believe personally, that we should redirect and charge our high schools or public schools to put an emphasis upon the basic skills and academic education, and pull all of the vocational activity out of the high school except for vocational exploration, so that a child may have time to get the basics. And by the time he's seventeen years old, he will have had the exposure, and his hands in the grease, so he can decide what's best for him and make an intelligent decision. We should put our vocational money into intensive post-secondary vocational schools. I don't believe that you can teach a student two years, three hours a day, to become a skilled carpenter. We're trying to do it in our school. But I don't think that's humanly possible. But I think there's a time and place when it can be done."

* * *

"A statement was made a while ago about moving our programs into the post-secondary. OK, I agree to this to a certain extent. I feel like we need occupational orientation courses starting in

the junior high level. I think as a whole statewide, we're doing a good job in this. I realize that maturity of students is one thing. And many times I feel that a lot of students are too immature to enter the job market or college. Therefore, I feel like we need programs for post-secondary.

* * *

"College degrees get you in the front office, but it doesn't get you to the top.. the best path to the top is through the hands that own a skill."

* * *

"We are not doing a very good job at the high school level of teaching our youngsters what to expect...we are giving them a lot of things, but we are not preparing them for the real world. It goes beyond vocational education."

* * *

"We all need to communicate better together about training young people to fill needs in our society today."

* * *

"We should make it more a practice in business and industry to look at transcripts rather than just high school diplomas, and see what kind of courses these young people had to put them into the mainstream of the trades and professions that are available to them. We must get people where the jobs are, rather than to have people graduating from high school with unreasonable expectations and floundering for five or six years before they may be re-trained if they went to college and came out without a skill that they could use. Get them in the mainstream as soon as possible."

* * *

"The greatest injustice that we can do to a person is to put him in a program, give him a diploma or certificate, just to say that he went through it--just to fill a quota. In order for industry to continue to grow, we are going to need some help--some highly skilled, highly trained people -- and that is where vocational training can come in and help us."

* * *

"We'd like incoming apprentices to be able to handle the mathematics necessary to work as craftsmen in mechanical, electrical and electronic fields. Handling numbers and simple algebraic expressions is about as much as we require. In the last few years, we have found that our people are very inadequate in these areas, tragically so. The public schools have done a disservice to their graduates and certainly to local industries and businesses by downgrading the mathematics requirements. And I'm saying that because I don't know that you officially downgraded, but the downgrade occurred nevertheless."

* * *

"I think you need to be directing your questions to the State Board of Education and to the Legislators of the state. Down in the lower grades, these kids have to have so many hours of music each week, so many hours of social studies each week, so many hours of science each week, then, when they need math, they can't double up.. when they need reading, they can't double up. So somebody needs to be talking to somebody else. Educators know the problem."

* * *

"We'd like to see more stress on economic education at high school and junior high levels now. Economic education--giving basic information on the free enterprise system with the relationships of productivity and profits and other elements in the concept. We'd like to see the historic success of this economic doctrine and its freedoms compared to other national programs."

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"We talked about federal and state guidelines that prevent local districts from meeting their needs and legislation that requires the availability of at least 20 programs or options. We certainly think that this should perhaps be mandated by the Legislature."

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"The main thing I see, especially in instructional, is lowering this teacher/pupil ratio...I used to say twenty students, but I say fifteen today. Because this is where they need to get the basic reading, writing, and math. If you don't get it in those grades, if you can't read in the fifth grade or sixth grade...then it's almost too late. And if they know these basics, then they can go ahead and do a good job in learning the other things that they need to learn in vocational education."

* * *

"We seem to be wanting now to develop a program which will train a person to be a qualified pipe welder whose welds can stand the test...and simultaneously with this, someone who can exercise his public and social responsibilities with or without a degree. We want both...and we are unwilling to admit this for some reason...and I think that is something that we need to address. Isn't it time we have one stem to education?"

* * *

"Many of our students in our vocational programs cannot even read or write. And yet they want us to teach them welding, electronics or something else. We can't do it. We must teach English, math, history, etc. And it has to start before the 11th or 12th grades."

* * *

"As industry, we see the need for job related training programs. We need to design courses and curricula that will relate to what the craftsman needs to know to do an effective job to help build his competence and his confidence...a program of training that stresses the practical versus the theoretical."

* * *

"We need to stress the education of the whole person...I don't care how skilled you are...if you can't get along with other people...if you can't see problems and learn to solve them...if you have no idea how to control your own life....you are a failure."

* * *

"I feel that technical-vocational education in Texas probably started from day one with accountability. Because in effect, we had to prove ourselves with facts and figures the way no other element or no other sector of education ever had to do. We had to, in order to get our money, in order to get our programs developed, and in order to get the Texas Education Agency, the Coordinating Board, and other institutions and organizations, to respond favorably to us."

* * *

"We would like very much to see a standard established and maintained to allow us to trust the school integrity when a diploma of graduation is awarded."

* * *

"I think that the relationship between college and high school vocational programs is very important, because in the future, we are going to get more complicated in our vocational training because of the instruments that we are using...The scientists are finding themselves going back and taking vocational training--that's vocational training, not academic training. In the future, we are going to have to look at the two together, and put more emphasis on vocational training."

* * *

"Regarding continuing education...I feel that is the key element to filling in the gap of supply and adaptability between true vocational education and the academics...because you can't have

100 percent of each,..there has to be a happy medium."

* * *

"We're going to have to pinpoint the programs of technical/vocational education as to the needs of that region and local area. Quite frankly, I don't think you're prepared to do that. I think you are faced with the same problem that the four-year institutions are. You really just wouldn't be quite ready to drop that program in order to start this one."

* * *

"The trend, and this has been with us for years, seems to separate academic and vocational education. Perhaps a better trend would be to advocate that all formal education is vocational."

* * *

"...probably the most important thing we need is their parents' support and cooperation. The parents need to know that vocational education can lead to a productive fulfilling career...one with extremely good benefits and good pay."

* * *

"Our vocational education programs need to be improved. We need to expand existing programs and new ones...and this all takes money. This takes the funds not only on a local basis, but also on a legislative basis. We need to start vocational education at an earlier age. So many times we lose our students' interest in school before they realize what their goal could really be."

* * *

"I feel that with the vocational program the drop-out rate is held to a minimum, since the program is the motivating course that keeps many of our youngsters in school. If there is a negative response in the program, it would be that there is far more interest and demand from the students to get into the program than we have facilities and curricula available for."

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"Carnegie Foundation has done a study, and one of the main points that keeps coming from these studies, is that the general public wants education to be relevant. They want students that come out of high school setting to have a saleable job skill."

* * *

"We need to be sure that our colleges and universities are also producing people with saleable skills."

* * *

"I'd like to see more of our academic people invited to our Council meetings because I think it would be beneficial to them. Many students are being told they must do this...this...this...if they are going to college. And that they do not have time for vocational programs if they're going to college. We have tried to prove that this is not true...that our students can have the best of both worlds and we feel that vocational education is for everyone. If we could get the concept across that job-seeking and job-keeping skills are an inalienable part of vocational education and they can use it in any area they go in to--no matter what their career choice--then we'd be successful. And I would like to say that I feel very strongly that if we could put a little more emphasis on the academic area, we would be ahead of the game."

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"Perhaps the general education teachers would give more support to VE if they realized that over 80 percent of the projected jobs are going to require vocational-technical education over the next five to seven years."

* * *

"According to our follow-up studies, we are finding that our vocational education students do stay with the program and use the training we provide for them. Remember that each of us is going to change occupations a number of times during our lifetime. But the main thing is that they leave school with a saleable skill and contribute to society. So, I say to you -- let's get the word out."

* * *

"We do have a continuing need for skill training curricula in our local schools. It appears to me that vocational education is a must, if industry is to remain strong and positive and that's really what it's all about. I certainly agree with the Council's thrust to try to increase vocational education. Because jobs in the correct proportion to the demand to boost the economy and keep it healthy, deeply benefits all of us and that's really what we're striving for in the first place. So, I'd like to encourage the continued development of the vocational education programs and heartily endorse the programs that are now in effect. So, as far as we in industry are concerned, it's essential we continue vocational education. And anything we can do to help and assist these programs, we will be glad to do."

* * *

"The policies and procedures need to be changed to make vocational programs more accessible to citizens of all ages and backgrounds. Vocational education needs to be offered and the funds and facilities accessible to all. And the most pressing need appears to be the coordination of various adult programs within the area."

* * *

"In public education, in recent years, we have heard a whole lot about declining test scores. I would like to see some research on whether there would be a correlation between lower test scores and the rise in enrollment in vocational programs. And I mention this, not as a criticism of vocational education, but there are two factors that enter here. One being that I think vocational education has enabled us to retain more students until the age of 17, at least. Many of these students have taken college entrance examinations, of course, which would reflect on the statistical reports. The other being that as the students go into vocational areas, many times at least a half day of their schedule would be taken up with pre-employment lab training or cooperative efforts. And this takes them out of the academic area of elective courses, or maybe foreign language. So I wonder if these two integrating factors here might have some bearing on the declining test scores."

* * *

"I feel we need to continue to afford the opportunity for students to have the opportunity to obtain skills and training in our vocational programs. It is rewarding to talk with students who have gotten a skill and feel they are prepared to go out into the world of work to present their credentials and enter the labor market. I think we would shortchange the young people of our state if we discontinued vocational training for them."

* * *

"As you probably know, another fact is that in vocational-technical education in the State of Texas, we do not have a single required course. All of our vocational-technical curricula is elective. Taxpayers and concerned citizens are saying to us, 'our students are going to school longer, it is costing us more money, and they are coming out without a saleable skill. Is there not some way in the State of Texas, in those 12 years of required education, that our children can come out with a saleable skill?' So in this definition of basic education, we are saying 'could there not be some programs in the name of vocational-technical education that we would require?'"

* * *

"Certainly...we believe that if we are to move to a higher level of civilization in this country, then certainly it is going to be through education and in particular vocational-technical education. So, I submit that we continue to do what we possibly can on our various levels, to bring about the kinds of programs that we know to be most valuable."

* * *

"Another deficiency which is readily apparent in our applicants is the ability to communicate -- or rather the lack of it. I am amazed at the number of high school graduates who can't fill out an employment application properly. Some can't even spell the name of the high school from which they received a diploma, let alone write a sentence describing the duties of their last job. If entry level applicants have basic communicative and/or technical skills, employers can teach them to do a job, but there must be a foundation on which to build -- we simply can't afford to start from scratch."

* * *

"There are several lessons to be taken from the figures in the 1202 report. One is that vocational education is where it's at. You don't have to be a doctor or lawyer to succeed these days... that high school students should look seriously at taking vocational/technical training. Indeed, that's where the future is within our state. That's where the job market is within our state. That's where the need is within our state...vocational education."

* * *

"Most of us in education today still look on vocational education as a place to put the students who we fear might not be able to make 'A's' at the University of _____. So, I'm saying that we in education, probably most of all, should bear the blame. It's apparent that we're going to have enough doctors, enough lawyers, enough school teachers, and too many people with bachelor degrees and the like. But we're not going to have enough people in the technical/vocational field.

"Are we in the education community training people for what's needed in the job market? I say we are not. Mama and Papa still want their son to go out and become a lawyer -- not a real good machinist or carpenter.

"Another thing we're doing -- we're over-producing school teachers. We know this and even so, we're still recruiting like mad to get young people to enroll in colleges to become teachers, because that's what their college offers and they need twenty students in that classroom. You're offering a program for which there's absolutely no need. That would mean giving up state funds and putting a faculty member out of a job. In the technical/vocational area, you can't go wrong in any program you offer -- there's a terrific need in this state. Don't think it's always going to be this way. Certainly the time is coming that within certain areas we will have enough carpenters, nurses, etc. And then we're going to have to pinpoint the program offered to match the needs of the area and region. Quite frankly, I don't think you're prepared to do that within your field today. Because I think if you were faced with the same problems that the four-year institutions are right now, that you would be found guilty on the same mark that you are -- that you really wouldn't be quite ready to drop that program in order to start this one."

* * *

"I do not mean to be completely negative, because all high school graduates are not failures in the business world. We employ about 30 vocational students each year and many of them eventually become permanent, highly valued, skilled employees. Many other entry level employees perform exceptionally well and make steady progress in their chosen fields. But, the people who concern me most are the 56 percent who may never get started because our education system failed them.

"Our schools can do the job -- they have done it for generations -- but, in order to do it, both school officials and parents must demand excellence (let's define excellence as performing to the best of one's ability) from the students and stop being so concerned about bruising a student's ego by requiring him to repeat a course. I know businessmen, military leaders and professional people who failed and repeated courses in high school with no apparent permanent damage to their psyches. I submit that today's youngsters are just as tough, resilient and intelligent as they

were thirty years ago. If we expect, no, demand excellence from them, we'll get it. If we demand nothing, that's exactly what we'll get."

* * *

"Our company is one of the largest companies in San Antonio, and local high schools are the almost exclusive source of our entry level applicants. Included in that category are file clerks, messengers, typists, mail clerks, etc. In that category we interview and test approximately 400 people each month and our interview to hire ratio is better than 10:1. It isn't that we necessarily want to interview that many, but it is necessary in order to find enough candidates who can qualify on very simple clerical tests (which have been validated) to give us a reasonable selectivity level. Since May of this year, we have tested 1,015 clerical applicants and 808 typists. The failure rate has been 51 percent and 63 percent, respectively. These tests are not that difficult. Any eighth grader should be able to do the arithmetic and alphabetizing and there is no reason why a person completing two years of high school typing shouldn't be able to type forty words a minutes -- but 63 percent of our applicants can't."

* * *

"Pool Well Servicing Company opened its Technical Training Center in February 1977, as a full time facility for the basic and continuing training of our crew chiefs (rig operators) and to provide advanced training for our supervisors and managers.

"Obviously, if our training center is to function efficiently, which would in turn lead to more efficient business operations, the person entering the center for training must be more than the 'warm body' which was once accepted for on-the-job training. We need people with a fairly broad mechanical aptitude, a high safety consciousness, and a toleration for paperwork.

"By 'mechanical aptitude,' I mean someone with more than just an auto mechanics background. Our rigs and equipment are almost exclusively powered by diesel engines or diesel/electric drives and involve hydraulic and air control systems, and various auxiliary power systems. We need people who are familiar with the basic principles of a variety of mechanical, fluid, air and electrical systems. Our welders and mechanics must understand the basics of reading prints and drawings. This would include an understanding of schematic symbols.

"Our employees are having to develop more and more writing skills due to the demands of more 'paper' oriented communication channels. If a person hopes to move on up into supervisory and management positions, he should be able to learn to read income statements, reports, and instructions.

"We are moving away from the hiring of 'warm bodies' and are continuously striving to obtain entry level personnel with a potential for doing more productive work at a higher technical level. We in the industry can provide higher quality training and jobs if the public schools can provide us with a more highly trained person to start with."

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"There needs to be a blend of academic and vocational education. The kids in vocational programs need to be made aware they do need some academic training. And academic people need to realize that vocational education is not a dirty word."

* * *

"If we assume that every child in the State of Texas is entitled to the same educational opportunities, then my student who has the aptitude and the desire to become a machinist or diesel me-

chanics should not be deprived of that opportunity just because he or she attends a small high school, 50 miles away from a fair-sized city. There is no way we can deliver the vocational training to that student because of the cost. We're going to have to take the student to where the training can be offered. We attempted area vocational schools. They didn't work. A seventeen-year-old boy or girl wants to be identified with the activities on a high school campus. That student wants to be in the band or play football and he or she can't do that and spend half the day at vocational school. And another question is how are we going to get them to the nearest vocational school? Nothing even attempts to meet the needs of transportation."

* * *

"There have been all kinds of studies done in recent years, and one of the main points that keeps coming from these studies is that the general public wants education to be relevant. They want students coming out of high school to have a saleable skill. And that's what vocational education is all about."

* * *

"If it's at the state level, you can let the word be known to State Legislators. If it's federal level, you have to let your Congressman know. And again, in the current vernacular, you have got to get your act together. You've got to know what you want and you've got to let the Legislators know in sort of a unified voice, because they get pulled and tugged in many ways."

* * *

"We are about five years late in making any effort to get vocational training in our high schools to help our labor market today. If you could sit at my desk you would understand what I am talking about to see the number of people come by who are not qualified to do anything except comb their hair and put hair spray on it."

* * *

"It was reiterated over and over again that vocational education is not second class and should not be used only if students can't learn with their brain -- only their hands. A man or a woman must have a certain capacity or skill to go to work and I think that the educators here and the citizens who pay the taxes to support those educational institutions and the industrialists who are interested in the labor supply are demanding better quality of trained students. When we say we just want to put somebody on the job -- that's true -- but you want to put somebody on the job who is qualified to do the work, because if you don't, an employer will have some bad experiences, and they're not going to come back to you anymore. Do not reduce requirements to graduate."

* * *

"I do the testing for our local unions. Recently, one union wanted five apprentices to begin almost immediately. We had to test thirty-six high school graduates to get the five. There's not much vocational education going on in our school system.

"We need good programs. There's federal money available for vocational training, but we need to get after it. We need facilities, equipment and instructors in order to train people so they will stay in our job market. We are losing our labor force every year by the hundreds.

"The growth period for this area is unlimited and our problems are nothing compared to what they are going to be when we get more and more industry down here and try to find them qualified workers."

* * *

"One of the problems I see in vocational training is the lack of a 'hands on' type of experience for the student. Students need more 'hands-on' training. It taxes their ability to start off cold on the equipment we work on. It overwhelms them."

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"I am amazed at the number of people who come in with certificates and associate degrees in the

air conditioning business that simply do not know the theory and they do not know the practical end of the thing. I wonder how somebody at the college level could spend eighteen months to two years and really not grasp the basics of the problem."

* * *

"The idea of accountability in vocational education is too narrow -- it shouldn't pertain only to a grad getting a job in the job field. High school students do not know what they want to do with their lives. So, if we in vocational education can teach these young people that come into the vocational education department, to go out and work at whatever they want to work at...if we can encourage them to go out and be taxpayers instead of tax riders, then we in vocational education have accomplished our purpose."

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"There is a real lack of understanding of how important it is for people to know how to read and write before they can learn to be a mechanic...an electrician...portrayed in state policies. I would like to see the Council do a research and development program on this problem, because it is hard to get TEA to do anything like this. You must insist that academics be a part of any vocational program."

Need for Skilled Workers

"Speaking as a representative from business and from my own personal experience -- the people problem is our greatest. I would say to the Council -- if you need any other graphic example of our needs today -- please pick up one of the daily Houston newspapers. Turn to the help wanted section and simply glance at the number of jobs that are offered, and the salaries. I would think this would encourage people to get into the vocational area."

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"Our company is having serious thoughts about continued further expansion in Texas because we cannot get enough skilled employees."

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"Now, and in the future, all the jobs that you can think of that are associated with the construction field...building trades...oil field production...anything that requires technical skills...will be those that are in short supply."

* * *

"The home building industries where I come from has a fantastic shortage of craftsmen and I believe that we can solve some of the problems of unemployment, but in particular, underemployment, by giving some type of training to young men and women and sending them into the field. The construction industry needs them -- be it home building, commercial or industrial building. These young people can earn a good living and be responsible and good citizens."

* * *

"Houston has been the fastest growing city in the United States since 1970. It leads the nation in employment growth as well as population growth. In 1969, out of 250 metropolitan areas in the United States, Houston ranked 75th in per capita income. At the end of 1977, Houston ranked 12th in per capita income. In seven years, we moved from 75th to 12th. Over 200 companies have moved their headquarters or subsidiaries to Houston since 1970. A very large number of jobs have been created due to all this growth. And as you are aware, these jobs are not being filled. They are going lacking. Last year, 86,000 new jobs were created. So, you see, vocational-technical education is going to have to run just to stand still. And from the looks of these figures, I think vocational education may fall behind very shortly, because I anticipate a very tremendous demand for jobs in the Houston area and there aren't going to be skilled people to fill these jobs."

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"Locally, we have a shortage in nearly any skilled occupation you can think of. The same needs are all over the state."

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"We have a number of skilled openings that come up at the City of Groves, which go begging for months on end, due to the fact that skilled workers are not available to fill these positions, and it's not because the pay rates are low. I would like to encourage the Advisory Council members to take the message back to the Governor's office and the State Legislature that we need to not only provide the same level of funding that exists now, but to increase the level of funding ...to be able to take in additional students and provide more skilled workers for the labor market. And I certainly believe we can find them jobs."

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"We try to assist our employers, but at this particular time we do not have the skilled applicants to fill those jobs. I do know that many employers are spending thousands of dollars on advertisements, not only locally but throughout the nation, with little success. I think the answer, the only answer to the situation, is training. We have a good many people here who are unemployed, they are trainable, but funds and facilities are simply not available to get them into training."

* * *

"I'm associated with the chemical technology industry. We go all over the state trying to find two-year technically trained young people to work in laboratories. We end up hiring four-year people -- biology majors, animal science majors -- people who can't get jobs in their fields. Even in bad years, I normally hire between 75 to 200 chemical technologists a year. In bad years we have a hard time finding people to fill these jobs. The action is in the chemical technology area. We need to get the word to the general public."

* * *

"We have a chronic need for pipefitters, heavy equipment operators, electrical technicians and carpenters, and right now we have a need for two to three hundred skilled craftspersons. We've tried the method of recruiting from out-of-state. We did that for a few years, but we found the well has gone dry. In this area where there is so much construction, if a contractor can't come up with the people to do the work, he's through. People are our lifeline."

* * *

"Baker Marine Corporation is experiencing difficulty in hiring needed personnel to meet its production needs.

"The real reason is non-availability of trained people.

"Our vigorous recruiting program started in January 1978, through local, state and out-of-state advertising, TEC, Job Fair, both private and public trade schools, and we still have not been able to fill our needs. It is, therefore, my opinion that the local and even the state labor market for trained welders is non-existent.

"Baker Marine has accepted the hard facts that the only available solution is to train the required employees from the local labor market, however, we cannot afford, nor can we handle such a massive training program. WE NEED YOUR HELP!

"This lack of trained employees has cost the Corpus Christi economy over 300 jobs, and an excess of five million dollars in 1978, since Baker Marine was forced to contract over 400,000 man hours to shipyards outside Corpus Christi and Texas.

"We have large numbers of especially young high school students wanting to work but have no skills. This large source of manpower can be capped.

"I feel that if someone would just pay for their training, these people would take advantage of this program and become gainfully employed. We must fill this gap now, and make a place for these unskilled people, regardless of their family financial ability."

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"Because of the tremendous shortage of welders in the Corpus Christi Area, the demand for welders overrides the supply. Not only for Brown and Root, but for other industry in the area to continue to function, we must have a supply of manpower to meet our supply and demand factor. There isn't a sufficient amount of trained welders in this area to supply the demand factor at the present time and the only feasible alternative is to train non-skilled persons to become productive employees.

"Another factor that played an important role in Brown and Root establishing its facility here in the Corpus Christi Area was the availability of funds through the Comprehensive Employment and Training Act to train welders. Now, we are told that there isn't a sufficient amount of funds available to train welders to meet the demands of industry.

"It is the desire of Brown and Root to make this Advisory Council aware that there is a desperate need for trained welders in this area and would solicit your help whereby training programs could be established to alleviate this shortage."

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"One recent survey taken in the Corpus Christi Area indicated there is a shortage of over 500 welders. Just last week, representatives from Del Mar College met with several personnel directors of the industrial community to plan for the training of welders for this area. One of the companies represented at this meeting asked Del Mar College to train 22 welders for them and they would pay the students' tuition and fees. It's a shame that industry has to allocate money to train persons to go to work for them when there are federal dollars available but are being used for other projects other than training.

"Recently, another survey was conducted by the Health Science sub-division of Del Mar College and associated clinical facilities in the community and it revealed tremendous manpower shortages within the many disciplines of the health care industry. Because of the limited physical facilities of Del Mar College, no more additional health science programs can be offered without the construction of a health science center to house such needed programs. Space constraints have already placed limited growth patterns to the 10 existing health science departments at the college."

* * *

"We can't find skilled employees whatsoever. I've worked with trying to hire people for five years now. I've worked in other parts of the country trying to hire people. I've gone all over Texas and Oklahoma trying to find skilled workers and they are scarce."

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"In my company, we have no trouble recruiting basic assembly operators in entry level jobs. We also find no problem in recruiting the upper level people that we need in terms of production planning people...I'm talking about those fresh-crop college graduates. We find a good availability here as far as the support people we need. We do have a terrible time finding technicians and skilled workers. They just don't exist. I presently budget half a million dollars a year for my recruiting activities to bring technicians, draftsmen, carpenters, plumbers, equipment maintenance people from outside the local area. I average two trips a month. These trips take me to Florida, Chicago, New York, Los Angeles and all points in between to try to get the kinds of people I can't find in Texas."

* * *

"We have shortages in almost all our skilled areas and we have people working all sorts of overtime, trying to meet our production schedules. Our shortages are pretty normal for the area around here -- we need more skilled workers. When we do hire, so often it is from out-of-city

and even out-of-state. They just don't exist locally."

* * *

"Diesel mechanics can walk down the street and most anybody will hire them. We've had our best success hiring technical people from TSTI in Waco. But here is an example of what we're competing with down there -- they graduated 35 men in the heavy duty diesel course this year for which they had 59 employers competing, who represented 525 job openings. We were fortunate and got two people from that group and they are good students -- years ahead of anything we can hire off the street with no prior mechanical training. In their heavy duty truck program, they graduated 63, and there were 528 job openings for those people. The average salary for people just out of technical school is just under $1,200 a month. The school turned away over 500 students this year and these are people we need in industry."

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"The economy in Corpus is extremely strong and is expanding, but this is causing some extreme shortages in various skills -- particularly welders and fitters. I know of four big projects that are coming into Corpus immediately and they will need all kinds of skilled workers and we don't have them. It's getting to the critical stage. These skilled workers, particularly welders and fitters, are having to be brought in from other parts of the state and even from out-of-state. I would like to encourage the Advisory Council to provide whatever financial assistance it can to getting funds in here to start and expand training programs."

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"Our unemployment rate last month was seven percent. That means 8,300 persons are still unemployed in this area and we have a labor market out there that needs certain types of skilled people. We need to get the two together."

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"...challenge for all vocational education. Look at the job market; look at the young people across the state. Are you training them for Job Scene 1985 with saleable skills? Why has this CETA program through the Department of Labor expanded so rapidly and at such enormous costs when we have had vocational education in the public schools for decades? Why do our tax dollars go there to the tune of billions rather than to vocational education in this nation? Ask yourself whether you want to look in the next decade as a rediscovery or a reaffirmation or a continuum. You are the pros -- what is the problem? One further challenge would be to <u>involve</u> the private business sector in assisting you to play your vocational programs in the state <u>literally</u> rather than as names on a required advisory committee list. I speak for a host of marketers of products and services in the Gulf Coast Area when I say we stand ready to offer advice and counsel to this Advisory Council or to the Texas Education Agency."

* * *

"I am amazed everyday as I go to my office and hear the comments and complaints of our employers because they cannot hire qualified workers.

"We are about five years late in making any effort to get vocational training even in our high schools to help our labor market today. If you could sit at my desk, you would understand what I am talking about and see the number of people who come by and are not qualified to do anything except comb their hair and put hairspray on it.

"The employers cannot make a living; they cannot make a profit by taking somebody else's help and retraining them. Because, by the time you get them retrained, somebody else had lured them away with fringe benefits, etc.

"Employment continues to increase in our area. We're growing even faster than the national statistics show. And we're going to have to do something about it if we expect to have a labor force for our industries.

"There are several different categories of industries that makes tremendous demands on our labor force. The fabricated metal products group is making the biggest demand because it cannot turn

those high speed machines -- that big expensive equipment -- over to a fellow who has had an auto mechanics quick course. About two years ago, construction boomed in San Angelo and sapped up every available worker that would do anything at all. The trade industry is growing by leaps and bounds and we need to immediately get into training efficient people who would carry on in this category. The list is endless of what we need trained today."

* * *

"We need vocational training so we can bring new industries in and train 50 people as machine operators. Our company would like to see the schools be able to do this so we wouldn't have to run our own. We run our own training programs because there are none available elsewhere. If we could even have a place to operate these training programs -- that would be a help."

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"Because we could get no skilled workers, we started our own training program and it has grown to be considered the best in the industry. We have recently expanded the curriculum to include extensive welding and mechanics classes in support of our manufacturing facilities.

"We need people with broad mechanical aptitudes, a high safety consciousness and a toleration for paper work. By mechanical aptitude, I mean someone with more than just an auto mechanics background. Our rig equipment is almost exclusively powered by diesel engines or diesel electric drives. They involve hydraulic and air control systems. We need people who are familiar with the basic principles of a variety of fluid, air and electrical systems. Our welders and mechanics must understand the basics of reading prints and drawings.

"Our employees are having to develop more and more writing skills due to the demand of more paper oriented communications channels. All of our roustabouts and crew chiefs, mechanics, etc., must be able to provide written reports of their daily activities. If a person hopes to move up in the supervisor or management positions, he has to be able to read income statements, reports and instructions. We are moving away from hiring warm bodies and are trying to obtain entry level personnel with potential for doing more productive work at a higher technical level. We in the industry can provide higher quality training and jobs if the public schools can provide us with a more highly trained person to start with..."

* * *

"I would just say to the committee and to the Council that health care is the third largest industry in the nation and more emphasis is going to have to be put on vocational training for these people in Texas. We can take care of our people right here -- they don't have to be shipped to Houston or Dallas anymore. But we need the skilled people to provide these services. So, anything you can do to help us in that line would be appreciated."

* * *

"We would like to have a TSTI campus located in San Angelo or move the one from Sweetwater or Waco or any other location in order that we might have one here to train people to work."

Image

"Number one has to do with you and me as parents and our image about the vocational skills. Like it or not, our general feeling is that if our kids don't go to college, they fail. And I think that is the number one aspect of the problem that needs to be focused on. I think the funds and expertise need to be gathered and more attention needs to be devoted to that kind of a problem. You know, I have in my office today, two large file drawers which probably have 150 resumes in each drawer, filled with college degree people I don't have jobs for. They are liberal arts and general business. They are people who went to college because their parents would have been embarrassed if they hadn't. Not because the kid was interested in it, but Mom and Dad couldn't go to a cocktail party and say, 'Yes, we're very proud of our son. He's in mechanic school.' Somehow or other that just doesn't fly at the cocktail party. But if they can say he's at the Uni-

versity studying underwater basket weaving...that's socially acceptable. I think that's a real problem."

* * *

"Why can't we get the same sophistication in the schools today. Why aren't we doing an in-depth diagnosis of individual's potential, so that we can begin to provide him the experience that will lead him to a successful experience, and not the thing that my 16-year-old came home and told me the other day: 'Hey, the counselor told me that I ought to go into vocational education. And you know, Dad, that's where all the dummies go.'"

* * *

"I also heard a lot about PR. And I think coming from someone who is a potential consumer, a potential representative of a lot of consumers, I heard the need for people in vocational education to get out and let the community know about vocational education. To really make everybody in the community aware of the services, and also the fact that if their sons and daughters want jobs -- this is one of the wide-open fields."

* * *

"Let's get the word out -- we're continually hearing that parents do not want their young people in vocational education. This is still true. This is a stigma that was put on us years ago -- 'that vocational education is for someone else's son or daughter -- not for my son or daughter.' A college degree isn't for everyone. So, let's get the message to the public."

* * *

"We need a fundamental thrust to get parents into schools and to begin having conferences with them about the realistic goals and aspirations that they must have for their children. We recently completed a survey of parents on their aspirations and expectations for their children. It is probably the most comprehensive that has been done in this state. We found that seventy percent of all parents think their children should go through high school and get a diploma and go to college and be a professional. So you see, even with the tremendous efforts that we're putting forth in trying to break down the barrier, it's still there. We're not making the big jump in getting the attitudes and expectations of parents and students more in harmony with what's taking place in the world of work. We've also done an intensive longitudinal study of our '77 graduates and the goals of students are not too different from the expectations of their parents. I believe something must be done -- some extraordinary measures taken -- to turn this around by our State Board, our Legislature, or this Council. I do not believe we're on the realistic road for turning this situation around and it must be done."

* * *

"...hit it right on the head...a blend of academic and vocational education. I think this is where we're really falling down. These kids that are in vocational training need to be made aware that they do need some academics. And the academic people need to realize that vocational education is not a dirty word. We also need to make parents more aware of vocational education. Also we need to make the students aware of the things that are available for them."

* * *

"And the one and overall need was more public relations...getting the work out not just in a very boring way but in a very assertive way where you can get the folks to know where you are coming from, and you can relate to where they are 'at' at the time."

* * *

"I think we need to emphasize the fact that we have gifted people who are taking vocational programs. I think we should emphasize this in all of our communications -- that we are teaching gifted when we're working the vocational areas -- that vocational programs are not dumping grounds for students."

* * *

"We feel that everyone is going to have to be educated to teach these children that they are not deprived, or they are not lower on the social economic scale by working with their hands."

* * *

"Our recommendation as far as the image is to, of course, become a part of the total education program."

* * *

"A very good point was raised about the public relations that needs to be done in vocational education. I know that when I was a student in high school, there was a stigma attached to vocational education -- if you couldn't do anything else, you would go into vocational education. And that needs to be changed."

* * *

"My concern is the need for new and renewed processes available to update the image of vocational education in the State of Texas...image among educational institutions, image presented to business, industry, labor, and government, and image of success and opportunities available to the citizens of the state.

"In this state we have hundreds of public school districts, community, junior, and technical colleges, extension services of universities, providing initial job training, job retraining, job update, technical career development, continuing education, industry start-up and industry update. Therefore, I believe the time is now to begin communication processes and articulation processes that maximizes the human resources of the state and provides services to students at many job levels, at many education and age levels, and provide the best trained and updated work force for business and industry and the best learning environments for students of all ages. The comprehensive vocational and technical programs in secondary and post-secondary institutions need to be communicated and articulated to project the best possible image renewal for occupational education in the State of Texas."

* * *

"It was mentioned that in a survey just completed, 70 percent of the parents want their children to go to college. These are people, however, who are not altogether aware of the true job picture that may await them. I find even with high school students, that upon finishing high school they think that they have the world by the tail. They had heard it preached to them by father, mother, grandparents, aunts and uncles, and friends that the most important thing for them to do was get that high school diploma. They would get that high school diploma and go and knock on an employer's door looking for a job. But the first question that would be asked was 'What do you know how to do?' The high school graduate would simply say, 'Well, I really don't know how to do anything. I've been in school all my life. Well, what experience have you had? No experience. I've been in school all my life.' Hopefully, we are changing that situation these days."

* * *

"I think in the past we have made too big an issue of youngsters receiving a college education. I think we have demanded that our youth go from the halls of our high schools into college when they were neither prepared or willing to accept a college education. You know, back a few generations ago, the carpenter was a very respected member of the community. But all of a sudden, we feel that unless our sons and daughters end up as bank presidents or astronauts, we have been a failure."

* * *

"There is one big problem I see -- today's graduate is constantly bombarded by 'you need to go to college to succeed' and 'the white collar job is the only one that is respectable; and if you get your hands dirty, it's beneath your dignity.' Well, I hate to tell you this, but the fellow that works in the foundry as I do, is going to get his hands dirty and it is necessary or you wouldn't be driving your pretty automobiles or have anything else you have today. As far as I am concerned, vocational education is number one. We have to dispel the idea that one has to have a white collar job to be respectable."

* * *

"I wish we had more of the academic people with us here today, because I think it would be beneficial if they could hear some of the figures that you and I are hearing. As long as we have academic degreed people seeking employment and/or training in the blue collar fields, don't you feel we need more of the blue collar training? I would like to see better communication with academic people. It's very difficult for us in vocational education to go back and try to educate our people who are in the classroom. Many students are being told they must do this, and this, so they can go on to college. We have tried to prove this is not true...many of our students can have the best of both worlds. We feel vocational education is for everyone. We must get across the concept that skills gotten in vocational education can be used to make a living or help attain further education or as a hobby. No matter what their career choice, vocational education can be for everyone. I feel very strongly that if we could put a little more emphasis on the academic area in trying to change attitudes, we would be ahead of the game."

* * *

"I really don't think that among academic educators there's very much grass roots support for vocational education -- with the primary objective of putting a kid on the job. There's support for vocational education that will take a kid and get him out of the academic teacher's hair!"

* * *

"Of course, there is the problem of communication. I don't know at what point our school teachers and counselors share with a youngster's parents, the idea that their child might be better to be diverted from the academic program into a vocational type program. Because, that's not something parents want to give up on easily. I think community acceptance is important.

"Of course, from a legislative standpoint, vocational/technical education is something that everyone gives lip service to and says we're for. We think it's great and let's have more of it. But yet, as far as delivering wherewithal to make it all possible, it gets shoved back a little bit on the back burner."

* * *

"This statement has been around for as long as we've been here. 'Well, surely if he can't learn with his head, he can learn with his hands." Now, how do you learn with your hands without your brain directing your hands what to do. This is still a very prevalent attitude."

* * *

"I grew up in an area where you either went to college or you bombed out. There was a stigma attached to vocational education -- if you didn't have the brains to go to college, then you were dumb and took vocational education. Something must be done to change attitudes like these."

* * *

"If we are to train your young people, we first need their interest. But, probably the most important thing we need is their parents' support and cooperation. The parents need to know that vocational education can lead to a productive, fulfilling career -- one with extremely good benefits and good pay."

* * *

"We also need the support of all the school teachers. Perhaps the general education teachers would give more support to vocational education if they realized that over 50 percent of the projected jobs are going to require vocational-technical education over the next five to seven years. Perhaps they would then support vocational education in the manner it needs to be supported."

* * *

"Our basic problem is that the total vocational education program needs to change its image. It has been pointed out that many people -- parents, educators, peer groups -- look down on someone

who has to make a living by getting their hands greasy..,or working with wood...or a hammer. We need to change our image. One person pointed out that an ex-student is now making $20,000 a year as a mechanic after just two years at TSTI in Waco, versus many college graduates who are employed in banks and are only making minimum wage."

* * *

"We feel it will take a total community effort from the parents' level all the way to the educators. We feel that everyone is going to have to be educated to teach these students that they are not deprived, nor are they on a lower socio economic scale because they choose to work with their hands."

* * *

"The teachers that are teaching...the counselors that are counseling need to learn more about the vocational trades. I don't think it's so much not knowing the amount of money that can be made by a student when he or she gets out...he knows that...the average teacher knows that...but you still have the feeling that they feel they are second-class."

* * *

"If you teach in vocational education, you get the students nobody else wants. You get the students that are troublemakers in other classes. We need the cooperation of the principals, teachers and counselors in putting students in our classes that you want to be there."

* * *

"Let's start a statewide campaign to change the image of vocational education and make it the 'thing to do.' Let's get everyone from the Governor on down involved in it -- plugging vocational education. The message has got to be brought into our homes -- through television, radio and newspapers. Let's urge the state to help us in changing the image of vocational education through a public relations campaign."

Industry/Education Partnership

"I would like to suggest in response to the question, "How do we know we are training for the future?' that we make every effort by working with business and industry. Local advisory committees are the best way to find out what is needed for the future. We have a cooperative program between us and industry leaders. Working with industry helps us to develop training and educational objectives. This way, hopefully, we won't be training people for jobs that are obsolete or oversupplied. We're just now beginning to scratch the surface on the need for training people. Our cooperative programs have grown faster than any other of our programs. We are just not able to provide enough of the training to really meet the needs of industry. And that's the reason we're still very critically short of trained personnel and it's becoming worse and worse."

* * *

"In order for you to meet the challenge of needing to produce many more skilled workers, I think you're going to have to enlist business on your side. You're going to have to get business involved to help with the pressures that have been created by this massive growth of business and industry. I think we're in for a rough time. We're going to have to have the educational capability to meet that need. Unless the business people get involved in this problem, it will be hard to solve it. I think that every major corporation head or small business executive today would say his problem is 'people.' Get those people involved and get them to put the pressure in the right places because we've got to get those people educated for those jobs. And we're depending on you to do it."

* * *

"An effective advisory committee can provide advice both in the areas of developing policy, and implementing procedures to better utilize a school's facilities and personnel. And they can provide the graduates with a strong background that they can use either to enter the job market at a certain level or proceed on to a post-secondary education where they get a stronger buildup of the programs that are available. They can assist in the promotion of necessary public relations that are important in the community. Moreover, we can provide an adequate resource of people capable of planning these programs...of monitoring the progress in developing the facilities and helping the people to accommodate the program in the most effective use of time and money."

* * *

"When we can come to the place when a high school diploma guarantees that a student can read, multiply, and reduce fractions, that will be a happy day for all of us in post-secondary education. I meet with all of the advisory committees for the 50 programs we operate on our campus. Without exception, these people are very dedicated...they are very anxious to help us...and repeatedly they say -- 'If you don't tell us how to help you, how can you expect us to help you?' I think this is something that all of us in occupational education should look to in getting our industrial advisory committees to help us."

* * *

"One of our greatest resources, I think, is the private employer. And that seems to be one that is being overlooked most of the time. The private employer is not only a very legitimate training source for us, in terms of on-the-job training, but also an important placement resource for us."

* * *

"Associations ought to produce packets and materials outlining the kind of life that being a good construction person or a good manufacturing technician offers. And, in fact, it was demonstrated or communicated that the lifestyle of a responsible carpenter might well be a lot better than the lifestyle of an overworked and harrassed physician. Those kinds of things need to be communicated by the business and professional community. We feel that in the teachers' associations and the vocational counselors' committees there should be a better communication directly with the business world."

* * *

"Industry organizations, by virtue of their collectively gathering essential data can develop various summaries of criteria that can be available to the schools. These industries maintain a pulse reading on the market. They are able to develop trends of employment characteristics, job needs, job evaluations and indicators that tell us the things that are changing. These data can provide a wealth of information that is readily available and through the effective use of the advisory committees, hopefully, the school and the industry people can put together a program that will far outdistance what we've done right now."

* * *

"Without the input of citizens, our educators lack an essential aid in their planning to provide the type of education that will bring the greatest success to the individual and the greatest contribution to the community."

* * *

"The fact remains that regardless of the number of years of experience in industry that any educator may have, the educator cannot keep track with the industrial needs for long after entering the institution. Therefore, active, interested industrial advisory committees are an absolute necessity to successful vocational education."

* * *

"One further challenge would be to involve the private business sector in assisting you to plan your vocational programs in the state -- literally -- rather than as names on a required advisory

committee list. Status is ephemeral. Don't be afraid of change. I shudder to think where the business concern represented on our Board would be if we weren't constantly changing to meet changing conditions, wants, needs, etc."

* * *

"We need good programs. I've seen programs come in for approval that didn't have a chance to last. They would be approved and maybe last two years and then fail for lack of students. This shouldn't happen. They are not being handled properly with the right personnel. Junior college funding is not sufficient to pay teachers who can teach in these technical fields. I think the big trouble is, we don't have the input from the people who are going to hire those students in the first place. I think we need a closer working relationship with our industries. They could help recruit qualified teachers from industry also. I can't say enough about local advisory committees. They are not being utilized as they should -- many are just names on paper."

* * *

"Perhaps we in industry are not doing our job in letting students know what opportunities are available in our respective industries. I had a conversation with a number of manufacturers that serve us and they are more than willing to work with the vocational departments of the various schools."

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"On post-secondary education, the most important thing is start-up funding. The problem is not getting students -- it's getting equipment. But if industry in this city wants specifically trained people, they're going to have to help and they're going to have to aid in planning the programs and in supplying specialized equipment. It's very tough to get equipment dollars, and we figure the initial cost to start-up a course is about $100,000."

* * *

"In looking at the status of vocational education, we must consider if we have sufficient resources and if they are accomplishing what they were intended to accomplish. Also, are we taking advantage of the multitude of resources available to us? For example, do we use the support services at our disposal -- CETA, the Texas Rehabilitation Commission -- both can provide tuition money in some instances and money for tools and maintenance stipends that will allow adults to take advantage of the vocational training available to them. We need more coordination, more communication between the providers, the support service resources and the local industry."

* * *

"In the area of co-op programs, we totaled something over 500 students. There were more than 400 employers involved in hiring those 500-plus kids. They earned one million two-hundred and fifty-thousand dollars during the course of that school year and paid better than one hundred thousand in income taxes. When those students graduated they were already part of the establishment. They hit the ground running."

* * *

"Another thing is the phenomenal cost of some of these programs that are needed. Its' fantastic to me that a program that is going to serve ten or fifteen students a year is going to cost seventy thousand dollars just to buy equipment during the first year of operation. But we do it. And we must do it if there is a real need for it in the communities in which we live and serve. But there is one thing some of our friends in the business community frequently do not understand -- our funds are not unlimited and they are going to become more limited -- we all know that. It is going to be more and more difficult for us to put the tax dollars into these extremely expensive programs. We must try to answer the needs of the community and serve them and supply people to fill these jobs and yet not expend great sums of money. I know that the business and educational communities can work together in understanding and communicating with each other -- about what their needs are and what the limitations are on each side."

* * *

"Students need more math and they need to learn common sense, perhaps by having to do more 'thought' problems. It has also been suggested that there be a cooperative effort between industry and the school. We suggest that a program be instituted to train students on location at various industries. They would learn on the latest equipment -- equipment the school could not afford. If we could train these children on location...it would take the cooperation of industry, the school system, and the entire community to educate these students."

Funding

"Because of inflation, the costs of training keep going up, thus creating a real strain on budgets of the junior colleges in Texas. The funds allocated to the public junior colleges through the Texas Legislature does not adequately cover this rising training cost. Another major problem facing the junior college is there was no money allocated by the past legislative session for start-up training. This means that many new programs started have to be funded the first year from local funds. Also, a problem facing the Texas junior college is the contingency fund allocation. I'm sure you are aware that many junior colleges lose money because there is no money in the contingency fund for hours taught over their base year allocation."

* * *

"We cannot expand vocational programs without more money. Its costly -- new facilities, salaries, equipment and supplies. I'm afraid we're limited in what we can do in expanding our vocational offerings. We're still getting the same dollar allotment for supplies from the state we got six or seven years ago. Inflation has doubled, but we're still getting $400."

* * *

"Our problem is specialized rooms and specialized equipment to provide the kinds of programs that are necessary. We are in dire need of start-up funding to provide what is necessary in this area of the state."

* * *

"One concern that the colleges seem to have is the need for start-up money. Some of the money is available once the program is ongoing, but there is no money for start-up."

* * *

"It is kind of disgusting when industry has to provide their own training funds for people who go to work for them. Another survey has just been taken in the Corpus Christi area...in the health field. Del Mar College cannot offer any additional health care programs because of the facilities. There is no money available for facilities at this particular time. No new programs can be established...in fact, our own goal in programs have been hindered because we do not have funds available and space available to offer these needed programs."

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"We'd like to mention one other thing regarding funding of our programs. There are a lot of people who are exempted from paying tuition. These are usually state laws that exempt them from tuition, but there's never any money put back into the till to pay for the training."

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"...and this has to do with laws which we passed, that specifically exempt certain members of our community from paying tuition to the community colleges and to the senior colleges that they attend...and it goes something like this:

*Post-secondary vocational/technical programs conducted by the 47 community colleges of Texas continues to be one of the best financial bargains within the educational communities of Texas. The State of Texas provides only 50 percent of the total cost

of these programs. Tuition paid by the students provides another 25 percent of the cost and resources provided by the local community which may be either facilities or local taxes.

*During the past few years the State Legislature has mandated students pursuing specific courses such as Fine Science classes and anyone who qualified under state bills such as Hinson/Hazelwood, Connally/Carrillo, and others, are exempt from paying tuition.

*During the past few years the number of tuition exempt students has risen sharply. Therefore, during the past Legislative session (1976) an act entitled Senate Bill III sponsored by Senator Walter Mengden was enacted. The purpose of this bill was to provide from the state treasury money equal to what a student attending any community college would have paid in tuition if not otherwise exempt. This bill passed both the House and the Senate and is, in fact, on the state statutes at this time. Unfortunately the state budget contains zero funds for this purpose. Therefore, the law is of no practical value. It is requested that the State Advisory Council take due notice of this paradox and recommend funds be provided in order to carry out the intent of this piece of legislation."

* * *

"No we don't need studies. I think what we need is action. What we need is probably equipment in the first place and then we need some money for the specialized kinds of labs."

* * *

"We are concerned about lack of facilities. In our district well over 50 percent of our students, something like 5,000, are involved in some form of vocational education. We have lots of students, but there are other pressing needs. It was suggested earlier that we should have more exploratory programs. I stand before you today and say that we do not have one exploratory program. The reason simply is because we do not have the room. We have many, many students and two buildings which should hold only 4,000, instead of 5,000. And with this type of situation, it's impossible to find room for additional vocational units."

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"We're concerned about lack of updated equipment. So many times in the educational process, we finally are able to obtain equipment after it has become obsolete. It would be a wonderful thing if we could train our students on equipment that is being used by industry today. But in our schools, we find we have about the same type of equipment we had five years ago when I started as vocational director."

* * *

"If industry comes into Wichita Falls and wants specifically trained people, they are going to have to help in planning the programs, and in some cases, they are going to have to help in supplying specialized equipment."

* * *

"All equipment that we receive now in our shops to replace...or add to...will have to come out of local funds. And if you run into a machine shop or a sheep shearing shop and you need a larger shear or something like that, you're talking about a very large outlay of funds. And as you know, periodically, these things have to be replaced. So this is something that we need because we do want to stay current with industry. TEA charges us for the responsibility of staying current..."

* * *

"There should be a higher percentage of state funds allocated out of the education dollar for vocational education because we believe that we need to update our equipment, we need to replace a lot of our equipment, and of course, we feel that we need higher instructional salaries for those persons that are in vocational education. We certainly believe that all persons should have mar-

ketable skills before graduating from high school. We believe that there should be better transportation."

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The State of Texas is already a leader in vocational education, but we must continue to meet the needs of our people by expanding the programs for both the regular students, disadvantaged, and handicapped students, as well as to provide vocational training for adults. Ladies and Gentlement, what we are asking of you is:

1. To make it clear to our Legislature that this need for buildings be addressed in the next legislative session.

2. To make sure that equipment monies are made available to the local education agencies to run good vocational education programs.

3. To ask the legislators to publicize this need thoroughly to all citizens and educators as well as to the business community.

4. To make the legislators aware of the fact that vocational educators know what is needed and that the local education agencies are doing their very best possible job with local effort. But, it's really up to the Legislature to provide these sorely needed funds to properly serve people and industry here in Texas."

* * *

"The inability of most districts to improve present programs and create new pre-employment laboratories lies in the lack of funds for building facilities and purchasing equipment. The state and federal funding policies, at the present time, preclude the use of vocational monies for the building of facilities to house additional pre-employment laboratories or to buy equipment for existing programs. It seems imperative that the state make funds available for facilities and equipment in order that the local districts can plan programs to meet the students' employment needs and the employment opportunities available rather than planning programs in accordance with the money available."

* * *

"Asked if resources are sufficient, educators from any region will say no. They will reply that some money is needed. Our region is no different. We too, need more money. Specifically we need money for:

1. Construction of lab facilities for technical-vocational training of adults. (Matching funds for construction.)

2. Equipment for skill training -- welders, auto mechanics, truck drivers, sewing machine operators, and other programs -- for which initial purchase of equipment is costly.

3. Child care for adult students who are not eligible recipients of Department of Human Resources assistance but find the cost of child care prohibitive while they are in training.

4. A comprehensive transportation system for adults who have no means of getting to training classes or to work, once they have completed training."

"As far as vocational education is concerned, we have filled all our existing facilities. We hope to increase someday -- I've got the prospective students -- if we get some more facilities. We would like to add programs in machine shop, air conditioning and refrigeration, and diesel mechanics, because there is such a need in our area for skilled workers. But the main thing that is keeping us back is facilities."

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"We urge that the local school districts in the Valley be assisted with construction costs since

the Valley has almost ceased construction due to lack of funds. We also urge that local school districts receive funding for replacement and upgrading of equipment."

* * *

"Redirection of existing funds may need to be looked at. Above all, the word I put here is flexibility. We're working with people -- people change. Their goals change, and what have you."

* * *

"The business community and the school could work together in effective use of manpower, of facilities, of funding. I think there has to be a strong effort to keep funding at a local level in a secondary role so that the transition from the secondary to the post-secondary can serve the needs of all people.

"I would like to address the Council to highlight the major problems we have in education and community colleges in the State of Texas. The funding for contact hours in vocational and technical education is not sufficient to carry on programs at this particular time, due to cost of inflation. We cannot start new programs because there is no money available -- it must be done with federal funds."

Special Groups

HANDICAPPED, DISADVANTAGED, RURAL SCHOOLS, WOMEN

"We need to bridge the gap between occupational inadequacy and occupational ability...and we want to assist the physically, the mentally, the socially, and the culturally handicapped to make a transition from unemployment and dependency...to make themselves supporting citizens."

* * *

"RECOMMENDATIONS:

"That the student, parent, regular teacher, counselors, business and industry, and the general public be better educated to the handicapped's abilities and not disabilities, thus helping these persons with special needs to become contributing members of society and wage earners. The handicapped individual can be trained to fulfill the needs of business and industry.

"Vocational counselors need to institute an active search for slots in vocational programs to train the handicapped person so these people will not be underemployed when entering the world of work.

"Due to the individualized supervision and instruction required to effectively help students both handicapped and disadvantaged to reach the full potential, adjustment in class size needs to be considered to ensure the attention needed by students with special needs without hindering the regular instructional process of the class as a whole.

"An active interaction between business and industry and the public school systems needs to take place in order to locate realistic and obtainable occupations when these students exit from our schools. It will also enable the school system to institute vocational programs compatible with the needs of employers in business and industry."

* * *

"Do disadvantaged and handicapped persons have the option of participating in vocational programs in keeping with their interests and abilities? Explain how persons are screened in or out of these programs.

The committee feels that through the proper process as set down in PL 94-142 -- The Education for all Handicapped Children and Section 504 of the Vocational Rehabilitation Act -- that a person can participate in vocational programs in keeping with their interest and abilities. There must be representation on the Admission, Review and Dismissal Committee, a component vocational educator and the proper Individual Education Program (IEP) must be written to ensure that the student's interests and abilities are realistically considered."

* * *

"Smaller Independent School Districts are very limited in vocational program abilities due to lack of housing, training and transportation."

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"Are Coordinated Vocational-Academic Education (CVAE) programs and other provisions adequately serving the needs of the disadvantaged in the region?

"The committee expressed concern that Coordinated Vocational-Academic Education (CVAE) programs are needed at the lower grade levels so that some students do not have to wait until high school to find a new interest in school or to develop skills. Additionally, the vocational part of the CVAE programs seems to be adequate but the academic portion of these programs are not addressing the curriculum materials to the vocational aspect. There needs to be a closer coordination of the two areas."

* * *

"There are current additional costs and potential future costs in hiring many of the physically handicapped which places an employer in a difficult situation, particularly if the employer is self-insured. The tendency is for the employer to avoid such economic risks by finding other disqualification measures for employing the handicapped. Obviously, this is to the disadvantage of the handicapped person and results in no job, no training, a lot of frustration and wasted talent. I believe the citizens of Texas can do the most good for the medically infirm and the handicapped people by relieving the employer of the insurance and medical costs assumed when hiring them, including long term disability. Workmens' compensation and unemployment compensation would continue to be the employer's responsibility."

* * *

"If society will accept the insurance and medical costs of hiring handicapped people, employers will accept much more of the costs of training and modifying the work place, while providing useful job situations. Placement in jobs would then be a straightforward procedure involving as a first step, authentication and referral of the handicapped person by the Texas Rehabilitation Commission."

* * *

"Until every student in every school in this state, has an opportunity for vocational training or occupational preparation that is based on his/her values, interests, and abilities, rather than on available programs, vocational program options for the handicapped will be inadequate."

* * *

"I just wanted to say for the industry and the school system and anybody involved in vocational education, not to overlook the potential of our handicapped people. We have had some students who have been accepted in our regular vocational programs. I have a young man who has the use of one arm and one leg who's presently in training as a horizontal milling machine operator. His trainer is a student who graduated through special education three years ago, reads below the fourth grade level, and his math skills are worse than that. But these students can perform on the job, and I feel that if they can reach this potential on the job, that we should be able to work with them through the school system and train them and make things easier for them to go from school to the job. I would like to encourage employers to work with these people and our programs -- to work with them and help us get them ready."

* * *

"At Carlsbad, we have over 700 mentally retarded adults, Out of these 700, at least 200 have potential for community return. We have money for just about all their needs except vocational training. We provide academic training, but not vocational and that is what we need. We have people dying to go to work and get back into the community, but they have no skills and we don't have the funds to train them. We have people who would love to have a job and could learn industrial work if given the training. I look to this group as the group to voice this particular need."

* * *

"You know, junior colleges won out in the big struggle between the colleges and the school districts to see who would get to administer the funds for disadvantaged adults. These people have to be mainstreamed and in our area, this is wrong. There are already many programs and institutions where one can be mainstreamed -- special grants, basic grants, Manpower, CETA, TSTI, and Texas Southmost College. The disadvantaged people in the seven county area cannot be mainstreamed -- they are more disadvantaged academically than with lack of skill ability. We have two junior colleges -- many miles apart. I doubt whether real disadvantaged people would even waste their time by trying to be mainstreamed at either one of the two places. I think this is a policy that should be seriously studied."

* * *

"We should certainly be concerned about a society that fails to adequately support vocational education for those who need it most. For example, each year in our country, more than 900,000 youths leave secondary schools as drop-outs without skills. As many as one-and-one-half million disadvantaged students in America in secondary schools are not enrolled in vocational programs. I am aware that it is not the purpose of vocational education to address only the needs of the disadvantaged students in vocational education, because we have programs that challenge and interest the brightest in our schools. But we cannot ignore the fact that so many students who need vocational education are not enrolled. Unless they get some skills for success, we will have another generation of failures."

* * *

"I think some consideration should also be given to rural areas which do not go into specialized training of vocational education students for the various crafts but must skirt the deficiency by including only small portions of several vocational skills in Vocational Agriculture classes. Possibly some provision could be made for traveling instructors from the various construction trades to bring specialized training to the interested Vocational Agriculture students in our rural areas; or perhaps, an approved correspondence course in the various crafts could be administered by the existing Vocational Agriculture teachers for those students who wish to specialize."

* * *

"The Small Schools Cooperative provides special education services for twenty-five small school districts with an approximate enrollment of 6,500 students. In the twenty-one high schools in the Coop, twenty schools operate programs in Vocational Agriculture, eighteen in Homemaking, and one in General Shop. Some schools offer a work-study alternative; Distributive Education - two schools; Home Economics Consumer Education - one school; Multi-Cooperative Part-Time Training - one school; and Vocational Adjustment Class - thirteen schools."

* * *

"Something in society needs to change so we can get more women in vocational programs so they can make nine dollars an hour as a welder or electrician instead of three dollars an hour as a secretary."

* * *

"While the unemployment rate of this region is below the nation's rate of 6 percent, two segments within the region's populace, blacks and females, are crippled by a lack of work. The high school graduate rate for the overall populace of the region is well below the state and national aver-

ages, and the rate for blacks is particularly low -- in some counties under 20 percent, Moreover, our region is one in which mean and median income levels are low in comparison to the state and nation, and the concentration of poverty among the black populace far exceeds the percentage of blacks within the population as a whole."

* * *

"Technical vocational adult education resources in the region, while certainly not limited to particular segments of the population, should address their services to those most in need. In this region, then, target groups would include blacks and females. The intended achievement of technical vocational adult resources relative to these two populations, would be to meet the broad range of overlapping personal, social and economic needs of individuals within each. This includes both short and long term goals."

* * *

"For the short term, providing an individual with a saleable job skill which will allow him to raise his family's standard of living above a mere subsistence level is a reasonable goal. The capacity of resources in our region to achieve this goal is limited in several respects.

"In many parts of our region, technical vocational training programs for adults are not offered and those in need of training do not have transportation to locations at which it is available.

"Throughout the region, there are gaps in the kinds of technical vocational training for which facilities and equipment are available. For example, there are few training facilities for auto mechanics and auto body repair in the region.

"Females within the region may find it particularly difficult to acquire training. Nurses' Aide, L.V.N., and Typing and Bookkeeping programs are offered within the region but in only a few locations and, again, many of those in need of training do not have transportation to the training sites.

"In order for many females to attend training classes they must have some form of day care available for children at home. Establishing a mechanism for providing day care to the children of females enrolled in technical-vocational training would likely increase female enrollments considerably. Females within the region should also be aware that they have open access to training programs for jobs which have traditionally been filled by males. Females trained in traditionally male skill areas have good employment potential in industries which must meet E.E.O.C. requirements."

* * *

"In the State Plan for Vocational and Technical Education, we must be sure male and female students have equal access to vocational education programs, to overcome sex discrimination and stereotyping, to encourage enrollment of males and females in non-traditional courses."

* * *

"Thirty-seven million women are presently in the labor market. In the 20-25-28-age groups, 63 percent of them are working...and women over 55, 41 percent of them are working.

"In Baltimore, there has been a concerted effort to get women into skilled jobs, and we find that they are doing very well as carpenters, electricians, floor layers, furniture and wood finishers, glaziers, paperhangers, painters, roofers, furnacemen, and flamecutters.

"So, we have to think of some way to get women into jobs that pay enough for them to support their family. We also need to give them some help in marketing these skills."

* * *

"We seem to need help in recruiting women in vocational-technical programs. We are actively trying to recruit women. We would really like to have them in our programs. We have employers who come to us and say, 'Look, we have got to have women -- help us find some.' We wish we had them in diesel mechanics, etc. We need to affect some changes in society so we can get some women in

vocational programs so they can make nine dollars an hour instead of three dollars an hours as a secretary."

* * *

"We have mandates from governmental agencies to hire more minorities and women in our industry. Well, where do we get them. Where do you get a female who's interested in machining -- who's interested in making needles. Even though you can make good money in this area, no women seem to be interested."

Attitudes

"One concern in the coop is that we are constantly fighting this thing of attitude on the part of students that they are there because of training. They are not there because it is a job. They are not there because of the money that they are going to take in and pay off their pickup or whatever. And that might be because salaries might be a little too high or something like this. More emphasis should be placed on the training of these individuals, and not quite as much on the monetary value during the training stage."

* * *

"As advisory committee members in vocational education, we do a poor job in public relations and we do a poor job of instilling a high personal image in vocational education students. I interview so many vocational education students who look down in the mouth as if to say, 'Gosh, employer, I'm sorry I don't have a college education.' So many come to us not prepared to present themselves in a way so as to convince us to hire them. We don't do an effective job of instilling pride in our students. I don't think any advisory council gives enough attention to what P.R. can be. If I have anything to give to anybody, it is that we do a better job of P.R. than we've done so far. We've done a great job in vocational education. Now, we've got to get that message out and get it to the students to say that you're fighting for the same job whether you have a college education or not and right now, you're in demand."

* * *

"In the elementary grades, more emphasis should be placed on career awareness aspects of the total career and vocational program. Equally important at this level is the building of a positive attitude toward school and self, thus creating a better self-image and a feeling of self-worth. At the secondary and post-secondary levels, an emphasis should be on seeking out and accommodating the vocational, capable individual.

"I think that we should judge that individual on the quality of his or her work. And what I mean is it's better to be a good mechanic than a bad PhD. If that person can produce and has pride in the quality of his or her work, then that should be the thing that individual is judged upon. And I hope our society comes around to the point of realizing that this is the important thing about a job and about an individual."

* * *

"Overcoming the construction tradesman stereotype as that of a heavy drinking, cursing, brawling semi-literate interested only in quitting time and payday is a problem of primary importance. I think it should be pointed out by vocational counselors, vocational teachers, educators, and tradesmen that most construction workers are hardworking, conscientious, church-going, community-minded citizens who want the same things for their families as most other citizens. A second problem is that of some school counselors misdirecting the 'problem' middle school or high school student into a vocational education class in hopes he will graduate and become a productive citizen with the knowledge obtained from the vocational education class. The fact is that students thusly misdirected will do no better in those vocational education classes than they did in their academic subjects if they have no interest in the class. Though I am sympathetic to the counselors on this subject and cannot give them an answer concerning the dispostion of the 'problem' student, it has become very clear that directing him into a vocational class is doing both him and

the rest of the students an injustice."

* * *

"Over the last ten years we have made it a policy to try to hire at least one or two high school students in their senior year to work as plumbers helpers. At the onset of this endeavor, we were furnished from the various high schools very capable and responsible high school students, most of whom have gone on to enter the plumbing and pipefitting trade and are now making between $20,000 and $25,000 per year. But I have noticed in the last three years or so, the quality of individuals the schools are sending out is not as high and the students seem to have a 'could care less' attitude. It seems that the overall quality of the vocational student is dropping and I feel this could be the result of counselors who are suggesting to all students with an average or above average I.Q. that they should go to college rather than pursue a skilled trade. I want to emphasize the fact that the plumbing, welding, electrical and skilled construction crafts demand individuals with an above-average intelligence and a sense of responsibility and pride in the work they are doing. I feel we should endeavor to find this type of student prior to his junior year in high school and attempt to establish that the vocational and technical trades do not mean that they are less of a success than students who plan to pursue a higher education through a university."

* * *

"I feel that maybe those members of our work force are receiving their values, their attitudes, and their feelings toward work from the hand that rocks the cradle...and I wonder if we are doing all we need to be doing as homemakers and wage earners to see that young people have the proper attitude toward work and toward being a vital member of a work force today."

* * *

"A pride of accomplishment goes hand-in-hand with vocational training. We need to provide a program for the students that teaches pride and dignity and offer the opportunity for them to identify with a group of people who are responsible, stable individuals who are trying to make his/her entrance into the work world something of a pleasure -- not a trauma."

* * *

"I am a State Representative and a businessman. Our company has trouble finding skilled workers, as does business across the state. There are some points I would like to make about different aspects of vocational education and work. How do we get students out of school and motivated to go to work and do a good job? A lot of the vocational education students who are coming out are forgetting about responsibilities they have. Most of them that come in, want an eight to five job and very little to do. Somehow we need to motivate these people when they come out, that this is what they will be doing the rest of their life -- working. They're not going to get a handout. So, they need the best job they can get and the longer they stay with somebody, the better off they will be."

* * *

"I see a lessening in young people of a sense of responsibility as an employee. They don't understand employer-employee relations and what is expected of them as an employee. They must learn early how to handle themselves with an employer."

* * *

"I wish you could sit at my desk sometime and see what I see -- the number of people that come by who are not qualified to do anything except comb their hair and put hairspray on it. I had a young man at my desk this morning. I was horrified because he could not even answer my questions. He's 19 years old and his father had to give all the answers. We are responsible for a great many of our problems and this is one of them. We're going to have to teach our young people that somebody is going to have to work in order that all of us can enjoy the blessings of this society."

* * *

"...we in the business feel very keen about students understanding and appreciating for the economic concepts of free enterprise. Unanimously -- the business communities in marketing feel that young people coming into our industry must understand the concept of how our business world works...of the importance and integral part profit must play...they must be oriented in terms of productivity...human productivity as well as capital productivity."

* * *

"There is a dire need for a course to teach young people to be performers -- to motivate them toward goals and objectives in their lives. We have a high turnover rate in our company and basically the reason for that is that our people are not concerned about productivity. They don't take pride in their work. We must teach productivity and responsibility to follow through on an assigned task. They also need to be taught the importance of showing up for work -- there is too much absenteeism these days."

State Administration

"There is a feeling in the Texas Education Agency that high salaries...salaries above the medium bracket...are not acceptable...particularly in proposals. Now, we have the disadvantaged proposal in this area. We, being a junior college...and we put in some salaries that we thought were pretty much in line with what public school teachers make with a Master's degree and several years experience. And we were told that it was unacceptable because the salaries were above eight to ten dollars an hour. 'That's generally what we put in for programming of this nature.' They have their minds set at Texas Education Agency that these salaries should be maintained at that level. I'm not talking about salaries that are dictated by state salary schedule. But when you've got a pot of money and you've been asked to develop a program and you want to pay salaries in that program that are in line with the regular salaries at your institution, and you're told they can't be that high because they are above the eight to ten dollar range, that really does put the damper on it; and, of course, limits the kind of faculty that you can get."

* * *

"One concern that I have as far as TEA is concerned, is that it seems to me that there is a lot of indecision in the Texas Education Agency as far as vocational education is concerned. It seems as though vocational education is being de-emphasized. I had a superintendent from an adjoining county tell me that an Assistant Commissioner of Education told him personally, and this superintendent had no reason to lie to me, that 'we're going to put those vocational education people in their place.' And that seems to be what is taking place. Because we can call down or we can visit with vocational education people down there, and they can't give us an answer. They can't even tell us how many funds they have available for vocational education. This is disturbing to them. It is disturbing to us. I don't know what the problem is, I don't know what the answers are. But it is a serious concern for me."

* * *

"Unfortunately, our technical vocational education, I think, is weak in standards. This is a responsibility for the Texas Education Agency."

* * *

"We've been participating in the Personnel Interchange Program, which allows us to send a number of teachers back to industry each year, to upgrade their knowledge and skills. This is good, and we would like to see this continued and expanded."

* * *

"We would hope that the panel would consider consolidation of information requests which the local education agency receives from HEW, the Governor's Office, and the Texas Education Agency. We are aware that valuable time and talent is used needlessly to answer duplicate requests which could be easily coordinated through a single office."

* * *

"Wasteful duplication is another problem. Though many of the construction trades' apprentice training schools are conducted in facilities owned or furnished by various local unions or joint apprenticeship and training committees who keep attendance records and records or hours of on-the-job training, they must, by law, be funded through a school district, college district, or other such institution requiring yet another record-keeping process. Direct line-item funding for these programs could eliminate this duplication which siphons off 15 percent of the funding for apprentice training programs handed down through TEA which could go for better, more updated shop equipment, materials, and supplies. In the present day atmosphere of public demands for tax relief and the outcry for more efficient use of our tax dollars, it seems appropriate that this point be considered. For apprentice programs that do not own their own facilities and must use those of the various school districts, line-item funding should also be provided and the facilities rented from the schools at a just and equitable fee to provide for the utilities used and the janitorial service."

* * *

"I'd like to address one other thing that bothers us. Every time we add a vocational unit to our school, we lose one-half of a personnel unit. Whether you've got six or eight vocational units, you're going to have to have the same number of sections of English taught. And when you lose a half a personnel unit, you just saddle more cost of your basic program on local taxes."

* * *

"Now it has been stated that the Texas Education Agency will not allow Vocational Agriculture teachers to teach in adult education programs at night. And that is because they say they are on a 12-month contract. So, we're unable to use that teacher, but we need to use his lab because, generally, that is the only laboratory facility available in a small community. And since we can't use that teacher, we hesitate to even ask to use his shop and the equipment that he's responsible for. So, TEA is preventing us from using a facility which we need to use. I think that the Advisory Council might at least make some inquiries about getting around this problem so we could better utilize our facilities in this state."

* * *

"We have a problem with the DE-HECE decision. We don't have a DE program. We do have a Home Economics program. We do have people that would like to train in the sales-type work and we have training positions within our community. But without a DE program...we're limited. We can't put them in. This is something that needs to be looked at."

* * *

"We have a job placement coordinator this year. This is something that should be funded through the minimum foundation program. It isn't...we have no state certification. The Agency has set up certain guidelines for the selection of these people. We should have minimum foundation funding, and we should have a certification program. Possibly...to satisfy both sides of the house, vocational should be pulled out of your units."

* * *

"Expand to 10-1/2 months the work year of vocational pre-employment...to enable them to devote time to the job placement, reporting student follow-up, and contacting area employers."

* * *

"I think we should look at the flexibility of the local school district to design the programs and the curriculum within those programs to suit the need of the local community. Now, the Education Agency has guidelines and I understand the need for these. But at the same time, the needs in Southeast Texas are vastly different from the needs in West Texas. Now, I think we need the flexibility to make the changes necessary to suit the particular locality that we serve."

* * *

"One thing I've wondered about for some time -- our vocational people spend a lot of time filling out reports and sending them in by prescribed dates. I have never seen an overall statistical report even at the state level to see how our local district is measuring up to the rest of the state. And I would like to see a statistical report that would indicate how we are doing in comparison to the state trends."

* * *

"I would like to speak to the problem of limitation of students who ought to be in coordinative vocational-academic education. As I understand it, this program is for slow learners. The students who apply for this program must be 14 years-of-age and be two years behind their age group in academic classes. And, they must take physical education. As I understand it, PE interferes with academic scheduling for these students. Another problem is that a large number of students who need to be in this program can't because they do not fulfill all the above requirements. So, I submit to you that legislation is needed to open up coordinative programs to all who need it."

* * *

"An area that I find baffling almost to the point of unbelievable. A September issue of Industrial Education, reports that in the State of Texas we need some 250 Industrial Education teachers in our schools. Shops are shut down. We know this for a fact. And yet, people, we have a very difficult time getting programs approved at our university to prepare these individuals."

* * *

"We used to send vocational education courses directly to the director of that program. But now they tell us to send it to the head of certification in TEA. To me that was not a good move."

* * *

"Time lag in getting our programs approved by TEA is a problem. The unfortunate situation about new approvals is that it must occur in the springtime. That's when you have to go down and sell the program to the Agency. Many times, you would like to start something maybe in the fall, but you can't start it until springtime. The main problem we have is the approval of our teachers."

* * *

"We need more lead time in the implementation of new programs within the school. We sometimes do not receive the approval of the agency until late in the spring. And that means we have to gear up all our equipment and hire teachers for the beginning of the school in the middle of August. If there was some way we could speed up the mechanics that are necessary for the implementation of new programs, it would mean a vast improvement."

* * *

"Another barrier in the educational process is the equipment processing procedure. Whenever we want to purchase equipment, we have to go through a nine-step process to get approval. They are: the local agency sends the request to document control in Austin and from there it goes to the Associate Commissioner for Occupational Education. Then it goes to the Director of Secondary School Programs and then to the Division Director and from there to the Director of Occupational Administrative Services, then to Financial Allocation, and then to the Commissioner for the program and finally to the Commissioner for Administrative Services. Once it gets there, it's got to work its way through the nine steps again and by that time, the new school year is about to start and the equipment we needed for the equivalency year is no longer available. We can all agree that procedures and controls are needed in any type of organization. But I believe that when they hinder rather than help the process, we need to take a look at them."

* * *

"Still another problem is that our children are required to attend certain schools in their district which may have a limited vocational education program which does not include the construction trades and leaves no choice in that direction. Hopefully the TEA will consider expanding the vocational education classes to include some insight into the construction trades and some hands-on-training and motivation for our young students interested in careers in construction."

* * *

"We request the Advisory Council for Technical Vocational Education to study the following concerns and make recommendations to the Texas Education Agency. The Home Economics Cooperative Education (HECE) and Distributive Education (DE) programs are of proven value to students in the State of Texas and contribute to the welfare of vocational training throughout the state. Many areas of training overlap because of the inherent nature of both programs. Our concern is not necessarily the overlap but the flexible assignment of the Dictionary of Occupational Titles (DOT) codes. Under the use of this new method of accountability, confusion exists in the proper programs receiving credit. We request the Advisory Council for Technical Vocational Education study these conflicts and make recommendations for ways to allow all programs to meet the needs of the students not computer codes. We ask the Advisory Council to help create a cooperative attitude on the state level comparable to the one that exists locally. This will allow the realistic overlap of training in areas where applicable."

* * *

"Recommendations for Improvements in Vocational Education.

*1. That provisions be made for allowing work in industry experience to be counted as teaching experience, after a minimum of five (5) years, for non-degree and degreed abilities.

*Rationale: A hardship is being placed on local school districts to pay a salary high enough above state base to compete with industry for those persons with the desired experience and abilities.

Also, the fact that local districts must pay considerable supplements to these teachers above state base may hinder the relationships of those teachers with other teachers who are paid only state base.

*2. That Vocational Home Economics (useful) be reallocated on a campus basis instead of a district basis.

*Retionale: It is difficult to balance teacher loads of a minimum of fifty-two (52) students per teacher between campuses, but is relatively easy to balance by campus."

* * *

"Now, for some of my concerns: My philosophy of vocational education is pretty simple -- the name of the game is jobs and to the extent I don't put a graduate on the job, that's the measure of my failure. We're having more problems with TEA than we have ever had before. They seem to be cutting the ground out from under us and requiring us to do things that prevent the enrollment of students who have some opportunity to succeed and go to work. For instance, in the coop programs, my guide used to read that the coordinator was responsible for the selection of students because it was his responsibility to find kids a job and keep them on the job. Now, other people identify those students and they don't always identify the ones who are most capable of succeeding or even being tolerated by an employer. These other people are non-vocational educators. The statement of assurances that my superintendent signs each year and submits to TEA says that we will not be approved to teach these vocational programs unless he does sign them. It used to read that vocational counselors are responsible to the vocational administrator. It now reads that they will be responsible to the 'appropriate administrator.' And that can be anyone who can misuse that counselor's efforts."

* * *

The guide used to read that regular high school students, who are further identified as the primary target population, are those who are eligible for vocational instruction. Well, some time ago, special education came into the picture and it is very difficult. To me, it's grossly unfair to students to ask them to enroll in a course that they have no prospects of succeeding in, such as when they enroll in a course that uses a 7th grade-level reader and the student only has third grade reading ability. When we accept them for enrollment, we say in effect, 'we think you can succeed.' But now the ARD Committee is stacked with non-vocational people and they can

put any special education student into vocational education whether there's chances of succeeding or not."

* * *

"I feel there is an absence of leadership in vocational education at TEA. I almost never get a communication from Cadar Parr anymore. And when I do, I wait for a Harlan Ford letter before I believe it."

* * *

"I feel the rules of TEA are too rigid. If you have a program here, then you can't have one at the community college level, even though the need really may be there. And this is a very, very difficult thing to change."

* * *

"We have been involved in the Texas Personnel Interchange Program and it has been the most valuable and the most innovative program that vocational education has come up with in 10 years. We had some teachers who were going to teacher training courses at a university and then we made arrangements for them to take Personnel Interchange with Joske's. When they came back, they said there was no comparison between what they learned in the TPI program in industry, because they were able to work in the field of advertising and display where they were weak. We would like to see it expanded and we have written TEA trying to get additional funds."

* * *

"Let's take one geographical area -- _____ county. They handed out 2,500 high school diplomas last year. Out of the 2,500 diplomas by nine different school districts, only approximately 500 of those graduates could have received any type of vocational education -- a saleable skill -- something they could go out in the community and sell and not have to worry about. Two thousand of them are running around with a high school diploma right now trying to beat all the other kids to those 'dead end' jobs they can get without a skill. Of course, probably 40 of them will go to a technical institute and another 100 to another college and maybe another 100 into adult education. We shouldn't have to have special programs to take care of people that finish high school. They should already be finished. After all, they received a high school diploma. But I think that we are holding the school districts accountable in general for everything that happens and not considering that much of what is happening inside that particular school system is not really coordinated well enough. My pitch to this Council -- you have the ability to push -- is to insist that TEA not only provide the vague meaning of guidance or provide statements for guidelines, but actually advocate activity -- forceful activity -- for going to the school districts and developing programs that coordinate the academic program with the vocational areas."

* * *

"I am speaking as Secretary of the South Texas Association of Vocational Administrator and Supervisors, who wish to go on record supporting the following positions:

*1. We urge that local school districts receive funding for the replacement and upgrading of equipment;

*2. Less money be channeled to CETA and more to vocational programs in the public schools which have the machinery and administrative expertise to provide quality training for in-school youth;

*3. That the regular disadvantaged adult vocational program of TEA be changed in its funding procedures to include all costs;

*4. That the funding and regulatory procedures in Adult Industrial Apprenticeship programs be released at an earlier date than September;

"We urge that the State Advisory Council be alerted to the potential problems that may engulf vocational education because of the ramifications of bilingual education according to law in the Lowe vs. Nichols court case;

"That vocational administrators be provided secretarial help according to the number of units allocated. Any district that qualifies for a vocational administrator should have to provide clerical assistance;

"That the conflict in state law which requires the one-hour conference period for all teachers be reviewed in regard to Trade and Industrial Pre-employment;

"That the travel funds of area consultants be adjusted according to territory, thus allowing trips to local school districts as needed, etc. We urge that the concept of area consultant field offices be supported:

"We urge that the local area consultant be granted full-time secretarial help;

"Recommend the Council make a study of the quarter system and its effect on VE due to early graduation of seniors, etc."

Teachers Salaries, Preparation and Certification/Counseling

"I am a first-year Vocational Office Education teacher. I'd been in the classroom for 19 years when I decided to go into vocational education. When I arrived in Dallas for my orientation, I discovered that I was going to have to go back to school to be certified through VOE. I knew I would have to take some courses, but not that I would have to take 15 hours worth. I got three last summer. The other twelve hours can only be gotten from two places -- North Texas in Denton and the University of Texas. I have a home and family and don't particularly want to leave for six weeks to go to Denton. Anyway, they are offering them at night -- they have not offered them in summer at all. I think this is a very good point for the Advisory Council to consider -- that we should have these courses offered a little closer to home -- a little more accessible. I have been told by TEA that I have one year to finish these requirements. Ha! Ha! I don't know how I am going to do that and teach. I do think this is a very serious problem. I may drop out of the vocational program and so will many others unless it is made a little more available to them. I don't mind going back to school, even though I'm not going to get more money for it. But I would like not to have to leave home for a long period of time in order to fulfill this requirement."

* * *

"We have a great many teachers who must travel to out-of-town universities to take courses that will meet the requirements for state certification. They have to be out of town for six weeks at a time. I think this is an extreme barrier. I have a lot of people who want to be certified, but can't because its too difficult. We have an excellent university serving the area of Beaumont, Port Arthur and Orange, and I would like to strongly recommend that you look to making Lamar University eligible to teach the certification program."

* * *

"I find it rather interesting in the state that even though we have a tremendous need for business and office educated persons that in the funded program area there are only two institutions of higher education in the state that are now approved to qualify these instructors. One is North Texas State University and one is the University of Houston. In the area of Distributive Education, there are only three institutions of higher learning that are approved to qualify DE coordinators in this state."

* * *

"As far as certification is concerned, we need to be more concerned about the quality of the education that students are getting, whether it be vocational or academic."

* * *

"The committee recognizes the need that certification requirements for vocational teachers should

be standardized by all program areas of the vocational occupational division of TEA, Furthermore, we believe that certification courses should be offered in each geographic region of the state, to reduce the hardship on teachers residing in locations not readily accessible to the institution which offers the course."

* * *

"We feel that except for a certain occasional requirement...that an awful lot of certification requirements for vocational teachers which covers about six different divisions in TEA could be consolidated into one type of certification requirement. And we do realize that what specials there may be would require some deviation in certain areas. But, basically, all certification requirements could be the same. We feel that this should be looked at and considered. We feel TEA should allow institutions in each geographical area to offer teacher certification requirements. The arrangement now prevents a lot of people from coming into the field because they cannot leave for two or three summers."

* * *

"Increase vocational guidance in job placement personnel unit. Presently one vocational counselor serves 12 junior highs in our district. And we have one vocational education handicapped counselor."

* * *

"The poor man has got to hire that teacher -- he's got to hire anything that comes along that meets that qualification for that dollar. I think if we had a closer working condition with our industries, they would put their finger on a teacher that would meet your qualification and would do a job that would please them."

* * *

"The national average for salaries of teachers, in the State of Texas, is about 18 hundred dollars below what the national average is. We cannot attract and maintain quality personnel unless we are willing to pay the salaries that we should pay."

* * *

"We administrators are continually fighting the battle of attracting good teachers into our programs. The pay scales are very bad. We're competing with the pay scales in industry that are two and three times what ours is. Please try to help bring the pay scale up where we can attract the type of teachers we need to give the students the dedication and knowledge they need."

* * *

"I have a problem that I was concerned with last year and the year before and the year before that. And that's qualified instructors in these fields -- primarily in the industrial field. I'll just give you an example of one of the classes that we graduated last year in welding. We had eight students to complete two years training. All eight students were hired as welders. Half of that group immediately started making twice as much as the instructor. It's hard to keep teachers. They have to be very dedicated people, but its hard to be dedicated, in this day and age with the rate of inflation and so forth. To me, this is a very important concern that I have."

* * *

"We are going to have a difficult time in getting qualified people to run these new programs, if I have to say, 'OK, the basic salary that I can pay you is $8,500.' Some of us have in the past, had to use unemployed people who are not really qualified to work with young people, or not qualified or successful in their particular field. And, of course, we have to fill out this statement of qualification for these people, get it approved by the agency, and no regard to their prior experience in industry and in the outside world is given in relation to salary. Unless we as a school district can pay that person maybe $2,000 or $3,000 above base salary, which is going to be less than he's getting where we're trying to recruit him from, we aren't going to be able to hire qualified teachers."

* * *

"Are we sending competent teachers and professionals to the classroom?"

* * *

"Vocational education teachers are not receiving necessary training in their roles and responsibilities on the ARD committees. They are not participating in developing criteria for entry into their specific programs, which would serve vocational education teachers and are often rejecting recommended students strictly on the basis of the handicapped label."

* * *

"I need to enter into the record some comments about teacher training because I am very, very concerned. On the one hand, it seems to me that we are pushing vocational-technical-occupational education very well in this state. And on the other hand it seems to me we have some limitations that are almost to the point of stifling all initiatives on the part of the four-year university."

* * *

"Vocational education teachers are not aware of the resources and materials available to special education, which would facilitate their teaching handicapped students. In summary, consultants have observed a lack of communication between special and vocational education teachers and supervisors. There is a need for joint inservice for special and vocational teachers in respective areas of legislation, common roles and responsibilities, and facilitation of teaching techniques."

* * *

"It's completely unrealistic to expect me to find an experienced craftsman to go to work for a school teacher's salary. We had some vacancies during the year last year -- people going back to industry -- and we had to do without teachers for the rest of the year."

* * *

"We have problems getting our teachers. We pay $8,540 a year -- try to hire a math or vocational teacher for that. It's almost impossible. You in industry know what I'm talking about. They can drive a truck and make $15,000. Why should they go to college for four years? I'm saying -- get on the political wagon; get on the stick this year and get after the Legislature and let's get something done about it."

* * *

"We cannot compete with industry in hiring the quality of people we need to train our students in our school. We send out students every year who make more money than the instructors. The instructors are usually either injured and unable to work in industry or they just love to teach. But, Mr. Legislators, I wish there was some way these people could get credit for the years of industrial experience they have."

* * *

"The counselors are bogged down with, for one thing, too many students to see. There is no way we can reach each student individually, but that's what we're trying to do. Another thing, is we are tied down with paperwork, schedule changes, administrative tasks, menial tasks and there isn't enough time to talk to the students."

* * *

"Another problem is with the testing. We've got our beautiful testing program for the school system -- the kids are tested; we put the test in their folders and that may be the last time the students see these tests or their scores. It's very difficult to find them to counsel with them and let them know what their potentials and aptitudes are."

* * *

"Only two counties in our region have vocational counselors. Students must know what choices they have. We have lots of people moving to Angelo from small towns and these people should be able to work with a vocational counselor. I think it's the goal of the Vocational Division of TEA that every vocational student have vocational guidances services by 1980."

* * *

"We have heard for some time that TEA is considering changing certification so that there is only one type of counselor. We feel this is not right...there definitely needs to be a separate certification for each type. Many of the counselors that are in the field now...and I am speaking about academic counselors...do not know about the world of work...they have not worked out in the world...and they do not even know about vocational programs. I feel it would not be right for these people or anyone with this limited knowledge to be allowed to be placed in a position as a vocational counselor. There definitely needs to be separate certification for vocational counselors, separate certification for academic counselors, and separate for special education."

* * *

"Vocational counselors...I want to support what has been said. It takes people with special backgrounds and training to be a vocational counselor. There is one way I would agree to all academic and vocational counselors being certified under one program. It would be if they would require all counselors to have five years work experience outside the educational setting before being certified as counselors."

* * *

"I am a vocational counselor and our specific purpose is to assist students in arriving at clear choices concerning their future careers that will mesh with their potential and capabilities. We as vocational counselors should try to meet with our students to work with them to provide them with some vocational guidance. Now, let me tell you why we're having some problems. One thing is that we do not have a systematic way of disseminating information about the world of work. We have two junior highs that provide occupational orientation on campus. The other two junior highs do not have any type of occupational orientation. Therefore, the students get to high school and they have very little idea of what is going on. We meet with each of the students in their English classes. We tell them about vocational education and what is available to them. We try to make it clear to them, but here again, we're hitting them at the 10th grade -- possibly the first time they've ever heard about the world of work. Up until this time, they have only heard their parents talk about their going to college.

"One of the other problems that we face is that we have too many students to see. It is just not possible to see all the students we need to.

"Another thing is we are tied down to paperwork, schedule changes, administrative tasks, menial tasks, instead of talking to our students. These are some of our problems."

Adult Education

"Only a small proportion of undereducated are being reached by Adult Education programs. According to the report of the National Commission on Civil Defense...for example...about 10 percent of the Texas' three million residents need basic skills education. Only 57,439 were reached in 1974 by the Government Skills Basic Education programs...or about 20 percent of those in need."

* * *

"Folks, it's time that we woke up to the fact that we need to utilize all of our educational buildings to help our people. The better educated our people of Texas are...the better jobs they will have...the better satisfied you will be as employers...the better for all taxpayers."

* * *

"For the long term, goals of the technical-vocational adult resources in our region should include breaking the poverty cycle by providing adults not only with the skills necessary to earn a salary but with the interpersonal and coping skills necessary for keeping a job, and functioning successfully as a participant in the social system. At this time, the vocational-technical resources of the region appear to be achieving short term goals marginally, and the achievement of long term goals are extremely difficult to assess."

* * *

"I think there's another category of resources that we need to consider, and these are the support service resources; for example, CETA, the Texas Rehabilitation Commission, both of which can provide tuition money or money for tools and maintenance stipends that will allow adults to take advantage of the vocational training."

* * *

"Adult centers could work with all other agencies...CETA programs, rehabilitation centers, schools, colleges, manpower programs, the Veterans Administration and, certainly, the welfare program. Proper communication and coordination of all these agencies is extremely important... an Adult Learning Center provides lifelong learning."

* * *

"The quality and quantity of technical-vocational training for adults in our region might be improved by better coordination among the providers of training and related services. Such coordination might involve consolidating some programs to alleviate costly duplication and maximizing the use of facilities. It might also establish referral circuits for adults in need of tech-vocational training and related services, so that at any one contact point within the region, an adult could receive information about training and services available to him/her throughout the region."

* * *

"For the disadvantaged programs for adults, skill related, we only have federal funds up to this point. Some of the adult coops get very little of those federal funds. There are no state funds going into that program at the present time. We're asking for 4.5 million dollars for that program. And for the establishment, of our third area, the establishment of competency-based assessment centers, we're asking for 1.5 million dollars to start 50 assessment centers across the state. And this is in cooperation with the competency based high school diploma program."

* * *

"I dropped out of school in the third grade. Because of adult education, I am here today. I had been a mechanic for 18 years -- a number one mechanic. But still, I couldn't read or write as well as the high school graduate. I started to school at night and because of the wonderful people in adult education, I received my GED. I started teaching auto mechanics, but that wasn't enough, so I enrolled in college and earned my BA. And then went on and got my Masters, because I wanted to be able to help other people who were dropping out of school and that's what I'm doing today."

* * *

"I am here to speak for adult education. We see a never-ending stream of students, because we are a border town. It seems the migration is never-ending. And we can't begin to serve those who need us. We graduate between 280 and 300 students a year with GED, but that is just scratching the surface. Basic education is a great need and we hope you will impress this on the Legislature."

* * *

"I am here as a product of the Adult Learning Center. I went to the Center because I needed vocational training. When I was 17, I was married and became pregnant. I could no longer attend high school. A neighbor told me about the Center and it changed my life. I took clerical training and got a job. I now have a professional position with _____ and earn in excess of $17,000

annually. And my future is unlimited. I owe a great deal to the Adult Learning Center. It is a vital part of our community."

* * *

"We shouldn't have to have special programs to take care of people who finish high school. They should already be finished. After all, they receive a high school diploma. But so many graduate from high school with no vocational training and now they are beating their heads around the 'dead end' jobs trying to beat all the kids to that particular level. Many of them will end up coming to us for vocational training they should have received in high school."

* * *

"The availability of funds for the provision of Adult Education programs is quite small. Based on the 1970 census, we identified approximately 84,000 persons who were 16 years-of-age or older who could benefit from the Adult Education program within our coop. And of these 84,000 people, approximately 4.1 percent were actually participating in our program. Please pass along the word to the decision makers that we need to put more of our financial resources into meeting the needs of the educationally disadvantaged adult. The State of Texas has something in the neighborhood of a 40 percent dropout rate and here in the Valley area, I think you will find school districts that have experienced as much as 60 to 70 percent dropout rates. These people come to us -- Adult Education -- to help them to become more productive citizens...to become more a part of today's society. We need to have availability of additional funds so we can maximize the services that can be rendered to this large population whose educational and vocational training needs are not being met."

Coordination Between Agencies/Programs

"Ladies and Gentlemen, money does not solve the problem...people solve the problem. I believe that people solve the problem through coordination, through working together, through sharing ideas, through sharing problems. By just simply getting together and communicating with each other. And if there's one thing that at least our group talked about, it is that we need a uniform, coordinated system all across this country for the operation, implementation, and planning of vocational education programs."

* * *

"I would like to also voice a concern that with the many government programs that are coming out from time to time, I wonder if there wouldn't be some way whereby these programs could be coordinated...such as the CETA program...through the vocational director at the local level. Many of these things have the same focus, the same objective. And yet, you know, this group is doing their thing and this group is doing their thing. If we could martial these things together, and coordinate these efforts, I think that the overall impact would be much greater."

* * *

"We get quite a bit of CETA funds in this area, but the federal regulations are so stringent that it makes it difficult to get people under this program who really want to work. If this money could be channeled to students who are really interested in gaining skills and who want to work, I think it could be put to better use."

* * *

"We need more cooperation between agencies. When you talk about training -- what we're primarily interested in is the finished product. Now part of that training comes at one level, part of it at another level. I think we're wasting time and energy by duplication of effort."

Career Education/Career Exploration

"Another question or concern was why can't, or why isn't career education, which is supposed to start in the first grade, being taught in public schools in Texas? I guess the answer is it hasn't been mandated by the Legislature yet, but we feel like this might be a partial answer to some of the questions that we asked up above, like attitudes toward your job or your work. If we started teaching the work ethic in career education in the elementary school, then perhaps we wouldn't have some of the problems we are having now."

* * *

"You people sitting on this Council should say to the Legislature...and the State Board...'There shall be career education K-up.'"

* * *

"I strongly suggest you look at the early introduction of students into the vocational programs. The present guidelines dictate that a youngster must be sixteen years of age and a junior in high school to go into vocational education.

"I think we should start vocational education for these students (and the education of the parents) in junior high school, as opposed to senior high school."

* * *

"There is a need for exploration and orientation programs where they can get a brief overview of the world of work and then have an opportunity for some type of hands-on experience. This should be done in the earlier grades."

* * *

"Because unless or until you and I find a way to allow a student to do some self-inventory and some self-identification, we can offer programs from now till doomsday, and he doesn't have time to go through each one of them. We've got to get him to know where his and her strengths lie, and identify that early enough. Now, I agree with one of the statements made. You can't tell them they are going to be a chemical engineer at age six, but you can start identifying some of the traits that will make them successful in a given broad area. And as they move through our school system, start honing in on the skills necessary to go along with those personal traits that provide them the opportunity of moving through the various jobs."

* * *

"Vocational education...I think it needs to begin in earlier grades."

* * *

"One thing is that we do not have a systematic way of disseminating information about the world of work. We must let the students know what is available to them. We vocational counselors try to explain to them, but here again, we're hitting them in the tenth grade. Possibly, it's the first time they've ever heard of the work. So far they have only heard their parents talk about their going to college. We need to start earlier."

* * *

"Career education is a must in this state. It is supposed to be from kindergarten on up and is compatible with both general and vocational education. One of the main things career education teaches is that honest work has dignity. It teaches loyalty to your employer and pride in your work. If we can ever get this to come to pass and get these concepts that are taught in career

education incorporated in our schools from kindergarten on up, we will have reached a milestone. Students must become aware that there's dignity in work.

"I feel we need occupational orientation courses starting in the junior high level. I think we need a good career education program in our elementary schools. I don't feel like as a whole statewide, we're doing a good job at this."

* * *

I would like to charge the Advisory Council to do some type of study to test the feasibility of exposing students to vocational education as early as the fourth, fifth and sixth grades. These students should be tested to determine if they have any technical aptitudes."

* * *

"I think we need to design and develop better tools for assessing a student's potential and that this needs to be the focal point. This needs to start early enough in life so that he or she can begin to realize that their capabilities lie in the vocational area -- such as becoming a mechanic, carpenter or electrician. We need to teach students that if they fulfill their potential and capabilities, then they are successful and that they have achieved their purpose for being put here on earth -- by being the best damn electrician that is possible."

Apprenticeship

"The best curriculum now exists with the Registered Apprenticeship Programs -- made available if necessary participating agreements are negotiated. Management wants to side step existing programs and incumbering agreements and enter into a duplicating program. This is very unsound due to Proposition 13 Fever."

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"One of the things your apprenticeship people would like to see is a better linkage program between the high schools and postsecondary institutions. We've had a real problem in the past year of getting people that meet our minimum qualifications to come into the apprenticeship program. We have found that many times these students lack the skills to even pass the aptitude test because they cannot read or comprehend and they lack the mathematical ability. We would like to start making young people aware of jobs that are available in the construction industry as early as junior high. In the ninth grade, we'd like to see them start following a curriculum plan whereby they can get the necessary training -- math, the sciences and reading -- so that when they complete high school, they will be eligible to come into these apprenticeship programs. There's a definite need for this in order to bring about a qualification of people who come into these training programs. It's pointed out that the union apprenticeship programs are not filling the needs of industry and that is true. Just in my program alone, it would take 76 people a year just to replace the people we lose to death and retirement. The highest number we have been able to reach in one year is 54 trained people. The only way we are going to get people is to bring qualified people in from the high schools to go through our apprenticeship programs. The construction industry needs them and Texas needs the construction industry."

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"I would ask that you institute a statewide effort to coordinate the industrial cooperative training programs with the apprenticeship training programs at a local level. For instance, if I had a student who works as a bricklayer for two years in industrial cooperative training, I would like to see him or her get some credit when he or she goes into the union to work. We would like to have the unions give some recognition and credit to the work done in cooperative training. We're talking about coordinating this ICT program with the programs they will enter as apprentices later."

* * *

"Apprenticeship training is the type of training that adult education lends itself to. Adults are in a learning situation that leads to gainful employment. Apprenticeship positions are ready and waiting for people to fill them. Apprentices are earning wages for working during the daytime and attending the latest classes during the evenings on their own time. They are taxpayers earning their own keep and they are not a burden on the taxpayers."

* * *

"There needs to be improvement in the mess that's funding local school districts for apprenticeship places that have been approved by TEA. There are instances where local districts are reimbursed in the State Agency anywhere from six months or more after the classes have been terminated -- these are classes that have been approved even before they were started. Now, this is what needs to be improved. I also believe that apprenticeship training is a life-blood to provide the needs of industry. And we need to make students aware at an earlier age of the opportunities available in apprenticeship training."

* * *

"Unequal funding for apprenticeship programs is another problem. If funding for an apprenticeship program is through a secondary school district, it receives only about 2/3 of the amount it would receive if funded through a postsecondary school. Since an apprenticeship program must be under the direction of an apprenticeship committee according to H.B. 788 (33.02c) regardless of the nature of the local education agency used, it seems only proper that the funding for the apprenticeship be equal."

* * *

"Another problem which I think should be of some concern is the lack of counseling on the availability of various apprentice training programs in the construction industry and on the necessary entrance requirements of the various crafts. This information is available from the Apprenticeship Opportunity Programs, Building Trades Councils, and the B. A. T. offices or various craft unions in your area."

* * *

"We feel that apprenticeship programs are the very best way to fill our needs. The craftsmen we develop for a particular job can do the things we want done in the way we want them done. We'd like all incoming apprentices to be able to handle the mathematics necessary to work as craftsmen in the mechanical and electrical fields."

* * *

"I do the testing for our local unions. For one particular union that wanted five apprentices to begin very shortly, we had to test thirty-six high school graduates, to get the five. There's not much vocational education going on in our school system...and we need to change that if we're going to put these people out in the labor force.

New Programs

"Definitely, Central Texas needs technical training in welding, hydraulic and electrical, etc., but a general course on Production Manufacturing would help considerably.

* * *

"Knowledge of items, such as: the use of a drill motor, size of drills, types of bolts and fasteners, type of heads, tinsel strength, safety practices, and general knowledge such as this would save an employer at least 60 days of training and allow us to start employees fifty cents higher per hour, especially the female work force that is starting out.

* * *

"On special skills, we need a welding school and graduating class about every four months and an electric and hydraulic tech. school once a year for the trailer industry."

* * *

"As an employer I am interested in the aspects of developing higher skill levels on the part of our employee work force. As recently as this past week, we have discussed the possibilities of on-the-job training courses for maintenance employees."

* * *

"We are not sure what the answer is to the problem of encouraging people to higher skill levels, but we know a better knowledge of electricity, hydraulics and general maintenance are needed for those desiring to enter these fields. As a member of the Board of Trustees of our local school district, and as an employer, I sometimes wonder if we are addressing ourselves to vocational needs at the high school level to better prepare our graduating seniors for industrial jobs. Most of the people we put into jobs of the type described simply come out of our production work force and have to be trained on the job. The problem with this is that there is no basic theory training on which to build and often the training supervisor does not have the time to do this due to 'fighting brushfires' on a daily basis.

"Perhaps a survey should be made of industrial plant managers to determine if the need that I am stating exists across the state. If so, basic theory courses in hydraulics and electricity should be developed that are practical in nature but offer a general understanding of the theory behind these power systems."

* * *

"Industry faces a growing crisis in maintenance manpower.

"What is the solution to this crisis? To develop job-related training programs...design courses and curriculums that are related to what the craftsperson needs to know to do an effective job... to help build competence and confidence...program of training that stresses the practical versus the theoretical: In other words, a good training program will contain all 'need to know' information rather than 'nice to know'.

"My bottom line point is this: We need to expand our present programs and develop greater programs to meet the critical need. We need to direct more attention to supplying our great petroleum industry with highly technical-vocational trained people who can go to our plants and say to our company employment personnel, 'I can fit pipe in your plant;' 'I can do your millwright work;' 'I can do your maintenance electrical work with a minimum of in-plant training;' 'I can be a top notch productive maintenace craftsperson.' This can be done and should be done of our prime objectives as citizens and taxpayers."

* * *

"We endorse the Marketing Exploration program in the junior high schools and would like to see this offered statewide so that young people will know more about the career opportunities in the field of marketing and distribution."

* * *

"We have found that there is a definite need for qualified raters and writers of both personal and commercial insurance in both the agency and company fields. This comment applies to the property and casualty insurance business which our association deals with exclusively."

* * *

"Memorial Medical Center depends on the local and surrounding area colleges and universities as providers of trained allied health personnel. During the past several years, these educational institutions have not been able to provide an ample supply of professional nurses for this hospital and others in the area."

"We strongly support the existing health care programs, but do feel the professional nursing programs need to be expanded. We further encourage the development of new programs in the field of applied health. The health care field is expanding and demanding more highly trained personnel to meet the needs of its services."

* * *

"Let us consider, what I would judge to be the full criteria of making the decision as to whether we should develop educational programs in emerging occupations. First...is the occuaption unique? Does the field represent just a modification or option of an existing speciality? Second...is the technology developed and is the technical data or technology accessible for educational programs? Three...how many jobs are there and where are the employers? Fourth...is the occupation a temporary or long-range employee need?"

* * *

"We need some programs to train qualified auto parts persons. There is a tremendous need for parts people. They start considerably above minimum wage."

Miscellaneous

"Most of our facilities are in use only nine months out of the year. We need to make better use of these facilities."

* * *

"We have long said that our student organizations competition is the American way. And I buy this. However, I feel that competition beyond the state level is suspect. This is just a personal opinion and any of you that have gone to a national contest, you probably differ with me. But I'm looking at it from a standpoint of practical application. I wonder about the value beyond the state level."

* * *

"Transportation or the location of the training facility was discussed in pretty much detail and the fact that, usually, our facilities and our transportation links don't seem to serve the places where we're having those people needing to acquire those skills."

* * *

"We can't find skilled employees. I've worked with trying to hire people for five years now. One thing I have found out in schools...most of your superintendents have said, 'We can't have this class, we only have five people...we need twenty. Well, I say that's bull because you can have twenty people if you have the class. Most young people, they don't have the opportunity to know what these classes involved. When they are in high school, the only thing that is being drummed to their minds is the main education flow...they don't know what is involved in vocational education. You ask any guy about vocational education in high school and he's going to tell you auto mechanics, body shop...something like that. He doesn't know anything about machine shop, electrical, or any of that, because no one has told him about it and what it really means to him. He doesn't realize that a machinist can make fifteen to twenty thousand dollars a year. Then they get out of school and they have no skill. They can't find a job. Start the class and you won't have trouble getting twenty students."

* * *

"Recently I got caught in a squeeze at a meeting at TEA. There is so much involvement of the community college concept...tied up with teaching vocational education and vocationally handicapped. And I made the statement, 'Well, it so happens that out in Region XV, we're getting short-changed because there is not a community college...within a reasonable distance.' And I got jerked up short and was told that there is not a regional service center in the state that doesn't have a

community college within 60 miles of it, I said, 'Well, Mr. So and So, you better get your map out and look because you're looking at one that doesn't have one within almost a hundred miles of it. And, as long as you are tying programs to the community college concept, there is no way that you are gonna get what you are talking about, sir.'

* * *

"I would like to suggest that the Advisory Council consider doing a study of the junior colleges across the state to see how many facilities are available in the afternoon. Also do a study of the local school agencies and see how many facilities are available in the evening, and see if we can't figure out some way to utilize these facilities."

* * *

"The bureaucrats are eating us up. If our government gives us very much more good help, we may just have to go out of business. The most effective move you can make is to put the administration of all programs back in the hands of the local school districts. Some school districts will do poorly and others will excel. But in the long run, the elected officers and the appointed administrators will tend to do the most rewarding things to solve the special problems of that district."

* * *

"I think we should look at the flexibility of the local school districts -- to design the programs and the curriculum within those programs to suit the needs of the local community. Now the Texas Education Agency has guidelines and I understand these, and the need for these. But at the same time, the needs of Southeast Texas are vastly different from the needs in West or South Texas. Now, I think we need the flexibility to make the changes that are necessary -- to suit the particular locality we serve."

* * *

"Redirection of existing funds may need to be looked at. I keep hearing the word 'flexibility.' We're working with people and people change. Their goals change. And students change their minds more than anyone. We need to be flexible and flow with the tide. We must be aware of the trends and the needs and be ready to redirect our focus and meet them."

* * *

"We are not doing a very good job at the high school level of teaching our youngsters what to expect. We are giving them a lot of things, but we are not preparing them for the real world. They need to know how to open a checking account, how to buy a car, how to find an apartment, etc. We have to do this now, because the parents and high school did not educate these students in these life-coping skills."

* * *

And, I think that answer is individualized instruction. And it will come when we can get twice the number of PTU's...get away from 28 youngsters in a seventh grade class, and maybe get down to work. The more we individualize instruction, and pick up the child from where he is in an academic area, and leave him alone to progress at the fastest rate he can go, the fewer students per teacher we're going to have to have. And, I think that in our typical public school, we lose a lot of children because we teach down the road and fail to challenge some of the better students. We're way over the heads of some of the weaker students, and individualized instruction is the only way to get around this."

* * *

"If we can assume that every child in the State of Texas is entitled to the same educational opportunity, then my student who has the talent and the desire to become a goldsmith should not be deprived of that opportunity. Nor should society prevent him or her from having it just because the child attends a high school in the middle of a county, fifty miles from the closest fair-sized city. There is no way we can deliver the vocational training to that student. We're going to have to take the student to where the vocational training is being offered. We attempt-

ed the area vocational schools. It didn't work. And, I don't know if there has been any detailed evaluation of why they didn't. But, I know why they didn't. A seventeen-year-old boy or girl wants to be identified and involved with the activities on the high school campus. The student wants to be in the band or play basketball or football and he or she can't do that and spend half a day at an area vocational school."

* * *

"Texas is making additional efforts for relevancy, competency, and accountability in education. I feel that technical-vocational education in Texas started from day one with accountability. We have had to prove ourselves with facts and figures the way no other element of education has had to do. We have had to convince people at all levels. We have seen attitudes changed since we first started our studies and hearings some 14 years ago. Technical-vocational education is producing people that are constantly sought after by business and industry around this state, and that will change attitudes as fast as anything. In fact, one of the problems is that vocationally trained people are in such great demand that often our students are taking jobs before completing courses and graduating.

"The competition for dollars will be fierce in the next session of the Legislature, especially for the human services dollars, of which education is one. Technical-vocational education will have to get together and tell its story well in order to get the dollars that are necessary to adequately serve this state."

* * *

"A particular concern and crusade of mine is the coordination of the total resources that we have in our communities to effectively relate education and work. We have public schools, private schools, postsecondary institutions in the public and private sector, manpower skill center, CETA programs, Texas Rehabilitation Commission, and a multitude of other groups and organizations that in a variety of ways seek to make a contribution of preparing people for work and getting them into jobs. However, the concern is that much of our efforts are spent in turfmanship and duplication of efforts and this is done in such a manner as to frustrate those we seek to serve. You have a mammoth challenge to deal with this matter of coordination of resources."

* * *

"The main problem I see in the instructional area is the teacher-pupil ratio. A first, second, and third grade teacher cannot teach twenty-five or thirty students. This ratio should be no more than fifteen, because this is where they need to get the basics -- reading, writing, and math. If you don't get it in these grades, it's difficult to teach a student how to read in the fifth grade. So we've got to make sure students can read, write, and do math when they leave the third grade. With these basics, they can go ahead and do a good job in learning the other things they need to learn.

"At my office in Austin, sometimes I feel like some type of a full-time social worker, because you would be surprised the calls I get with problems, and 90 percent of the problems are of a person not being able to secure a job, because they are not qualified to do anything. And this has been pointed out today -- so much of our population are people who don't have high school diplomas, but the basic thing we need to aim at is getting these people basic education. As another speaker pointed out -- if you know how to do the basics, then they can train you to do a job. And this should be our number one priority. You can teach a person to be a mechanic if they can read a maintenance manual and be able to interpret and apply it."

* * *

"I want to talk about the limitation of students who ought to be in a coordinative vocational academic education. As I understand it, this program is for slow learners. The students who apply for this program must be fourteen years of age, and they must be two years behind the age group in academic class. And also, they must have physical education. As I understand it, PE interferes with the academic schedule for these students. A large number of students do not meet the above requirements, and for that reason they are denied the opportunity to participate in this program. So, I submit to you that legislation is needed to open up a coordinative program to all who need it."

"Since HR 77 enabled Industrial Arts to join hands with other Vocational Education subjects under one umbrella, the TIAA has presented to the Council, reports about once a year on the progress, or lack of progress, that had been made. The phase-in plan worked pretty well the first couple of years. However, for the last three years, little or no progress was made. The main problem was lack of funds. The Texas Education Agency, this year, has proposed an alternative budget that will complete the phasing-in of Industrial Arts, 7-12. The State Board of Education approved the request and it now rests with the Legislative Budget Board for their approval. The TIAA appreciates the support the Advisory Council and the State Board of Education has given us. However, we solicit your continued support in anyway you can to assure the request leaves the LBB and gets to the Legislature. Then, we will need your support for acceptance in the Legislature."

PART II

Section 1

WRITTEN TESTIMONY

The majority of the material included in this section was submitted as written testimony. But, we have included some lengthy verbal input we felt was too valuable to omit.

We have not identified the speakers or writers, but have left any reference to their company name. We felt this was in order, since it was made clear that all testimony could be used in reports and proceedings.

The second section contains a more structured type of written input. It is representative of the several hearings that used a different format from the standard public hearing style. This testimony is from the Farmers Branch hearing, held at Brookhaven College.

Quality/Relevancy of Education

"The single most important word to keep in focus when dealing with Advisory Councils is 'effective.' We should strive to stay within the bounds of those committee-school relationships that effectively obtain results with a minimum of wandering from the goals and objectives of the committee.

"Assume that we have mustered together a group of men and women to serve on our committees. They must represent a good cross section of the industrial and business community and the school so that they can adequately guide and advise the school in it's problem solving. One of the rewards of an effective program is the satisfaction of watching a successful effort unfold, but more importantly we will have provided the students with job skills that will give them entry level worthiness.

"Keep in mind that the committee can be as strong and effective as the teacher and counselor will allow. Remember also that the committee can advise only; ultimate responsibility belongs to the school.

"Remember also, there needs to be a strong effort made to provide effective funding flexibility for the secondary program so that a postsecondary school is a reasonable continuous of the total effort.

"An effective advisory committee can:

1. Provide advice both in the areas of developing policy, and implementing procedures to better utilize the school's facilities and staff so that the graduating students will be better equipped to enter the job market with an adequate skill.

2. Assist in the promotion of necessary public relations activities within the community.

3. Provide an effective resource of people capable of planning, conducting and evaluating total programs of occupational education.

"The accelerated pace in which we live today will bring added responsibilities to our system, and only through the effective use of counseling can we stay in tune with the real needs of industry.

Remember, a job applicant who has been correctly trained will always have an advantage. Let's do our part to make available to our young men and women a structure of education that builds on their occupational interest. We in industry and you in education must share the responsibility of this complex expenditure of time and energy.

"Certainly pride of accomplishment goes hand-in-hand with vocational training. We can provide a program that the pupil can be proud to be a part. Programs should be structured to accommodate both the dignity and opportunity for the student to identify with -- Advisory Councils can be of great assistance in this area.

"Finally, if we maintain an optimistic balance between the needs of industry and the concepts of realistic instruction in our schools, then the results of our mutual efforts will become evident. Only if we have the courage to face the real needs of the working world, the ability to sort out our problems, and the optimism to take a real hard look at the future can we hope to keep pace with our highly automated and computerized world."

* * *

"Specifically, I would urge the Council to support the following activities for the purpose of image update and renewed commitment to comprehensive occupational education in Texas:

1. Clear identification and utilization of a process of communication and articulation among educational institutions -- secondary and postsecondary, businesses, industries, governments, and communities.

2. Clarification of relationship of ongoing programs to start-up programs. Promote the retirement of programs no longer useful or in need of revision.

3. Actively and openly seek involvement and commitment from representatives of all educational levels to qualify comprehensive occupational education in Texas.

4. Encourage the continuous flow of information and feedback to those concerned from coordinating and governing agencies of the state.

5. Provide concentrated support for legislative appropriations for a new program start-up, program update, and program expansion.

"In a period of time when lifelong learning, continuous development career education, accountability, and emerging occupations are more than just sets of words linked together, the challenge is to worry less about who is going to do training and begin to develop what the training is for, how well are we doing it, and then what delivery system is best."

* * *

"In presenting testimony today, I have been authorized by our committee, the Community Advisory Committee for Career Education/Job Placement and Vocational Education for Corpus Christi ISD, to itemize seven specific areas of concern which we hope this distinguished panel will address this year:

1. Increase state and federal funding for such needs as construction of new facilities, purchase of equipment for new and existing programs, purchase of equipment to replace worn-out or obsolete items and expanded supply budgets.

2. Expand the secondary vocational curriculum in the Corpus Christi SMSA not only to meet the increasing employment needs of area employers but also to meet the needs of students who do not plan to continue their academic education.

3. Consolidate information requests which the local education agency receives from the Department of Health, Education and Welfare, the Governor's Office and the Texas Education Agency. Valuable time and talent is used needlessly to answer duplicate requests which could be easily coordinated and handled through a central office.

4. Expand to ten-and-one-half months the work year of vocational pre-employment lab

teachers to enable them to devote time to job placement, reporting student follow-up and contacting area employers. The current 10-month schedule allows insufficient time to do these necessary tasks, and teachers have expressed the desire to have the additional time.

5. Continue the Work Study and Personnel Interchange Programs and expand the funding to permit more teachers and students to participate.

6. Increase Vocational Guidance and Job Placement personnel units allocated to the local education agency so that objectives and job responsibilities can be met. Presently, one vocational counselor serves 14 junior highs in our district, and one Vocational Education Handicap counselor serves 7 schools. We believe needs can be met with additional personnel.

7. We recognize the need that certification requirements for vocational teachers be standardized by all program areas of the Vocational-Occupational Division of the TEA. Further, we believe that certification courses should be offered in each geographic region of the state to reduce the hardship on teachers residing in locations that are not readily accessible to the selected institution which offers the required courses."

* * *

"One of the most critical educational problems in South Texas is that of school dropouts. No agency in Texas, including the Texas Education Agency and local independent school districts, maintains records on school dropouts because of the difficulty following up the relocation of a student. Due to this difficulty, TEA collectively refers to those who leave school to attend a school in another ISD or who quit school as 'school leavers.'

"Since pertinent information on the numbers of and reasons for school dropouts is virtually non-existent, the response to the problem of school dropouts is limited. Only two ISD's in the Basin, Corpus Christi and Mercedes, have established education centers which provide more individualized teaching and counseling than traditional secondary schools. These centers -- alternative schools -- have met with great success in both Corpus Christi and Mercedes. The concept, however, has been unsuccessful due to the lack of funds available for alternative schools at the local and state levels.

"Because there is little information available on school dropouts and because the means available to address the problem of school dropouts is limited, it is recommended:

1a. THE STATE BOARD OF EDUCATION AND THE TEXAS EDUCATION AGENCY SHOULD GIVE HIGH PRIORITY TO THE PROBLEM OF SCHOOL DROPOUTS IN 1979, AND SHOULD DETERMINE THE FEASIBILITY OF INCLUDING A REQUEST FOR ALTERNATIVE EDUCATION PROGRAMS AS A LINE ITEM UNDER THE STATE'S FOUNDATION SCHOOL PROGRAM TO LOCAL SCHOOLS IN THE 1980-81 BUDGET.

1b. THE TEXAS EDUCATION AGENCY SHOULD SEEK AN APPROPRIATION FROM THE LEGISLATURE FOR THE 1980-81 BIENNIUM TO CONDUCT A STUDY TO DETERMINE THE NUMBER OF DROPOUTS AND THE REASONS FOR THE STUDENTS LEAVING SCHOOL. SUCH A STUDY WOULD ASSIST IN PROVIDING A BASIS FOR DEVELOPING PROGRAMS TO ADDRESS THE DROPOUT PROBLEM."

* * *

"As many of you have said, the problem on the state level is going to be one of financing. I have been working during this interim to come up with something we can call a comprehensive definition of basic education, that will include some requirements for vocational-technical education.

"We have an ever increasing number of students that are on the fringes of our educational program. They are occupying seats, they come to school for the breakfast program, and the lunch program, the football program, and very little else. And it seems that if we're going to make these students tax-productive citizens of our communities, we have got to realistically accept the fact that our current programs by-and-large in the name of general education, are still college oriented, and are not meeting the needs of these students. And as they drop out, we have got to pick

up the program.

"One of the concerns we are addressing in the broad area of curriculum reform is a definition of basic education, and we hope it will include three factors; (1) a response to the cry of 'back to basics'; (2) we are looking into the requirements for graduation; (3) as you probably know, all of our vocational-technical curriculum is elective. We have been asked by taxpayers and concerned citizens around the state during committee hearings, 'our students are going to school longer; it is costing us more money, and they come out without a saleable skill. Is there not some way in the State of Texas in those 13 years of required education, that our children can come out with a saleable skill?' So, in this definition of basic education, we are saying, 'Could there not be some programs in the name of vocational education that we would require?'

"We are calling for your help and input on the presentation of legislation. That's one of the problems that we have in the Legislature -- when we think we have very good bills and we work very hard to make good presentations before the committee and then we get that sinking feeling in the pit of our stomachs, when the chair of the committee says, 'Is there anybody who would like to speak in opposition to this bill?' and all of the people we think we're trying to help come up to speak in opposition to it. So, I would like very strongly to ask you to share with us any information or concerns you have."

* * *

"We have some reservations to the approach of many of our otherwise qualified people to the work ethic. We would like to see more stress on economic education, giving basic information on the Free Enterprise System with the relationships on productivity, profits and other elements in the concept. The historic success of this economic doctrine and its freedoms should be compared to other national programs, and its failures in most cases noted as stark controllers of the facts of economic life. Many attempts to rectify some undesirable aspects of the system simply propagate more formidable abuses of the governed.

"We are not able at this point to foresee any new dramatic requirements on the horizon; we suggest a strong program of good basic reading, writing, and arithmetic and let us fit these basically trained people into our work situations and develop them to fit our particular needs as they mature.

"We feel apprenticeship programs are the best way to fill our needs; the craftsmen we develop are more particularly able to do the things we want done in the way we want them done. We wish incoming apprentices to be able to handle the mathematics necessary to work as craftsmen in the mechanical, electrical and electronic fields. Handling numbers and simple algebraic expressions is about as much as we require, but in the last few years we find many of our people very inadequate in these areas. The public schools have done a disservice to their graduates and to the local industry and businesses by downgrading the mathematics requirements; we don't need calculus wizards, but most craft jobs do require simple algebra, often with a light touch of trigonometry. We have spent countless hours attempting to bring these people to acceptable level.

"In conjunction with this we would very much like to see a standard established and maintained to allow us to trust the school integrity when a diploma of graduation is awarded. Regardless of social or political considerations, there needs to be a system that is definitive of the educational standard attained. As you know, we have no means to respect you at present; your graduates may be satisfactorily educated or at best had reasonably good attendance in classes.

"You might arrange your vocational training on a broad scale, giving students the opportunity to recognize if they wish vocational training at all, and if so, which field is of the most interest. The vocational classes should not be so constructed that students participate simply because that is the course of least resistance. Tax money should not be spent to afford any easy way out... select and hold those with true interest and willingness to put forth effort developing pride in their achievements.

"And I can assure you that I find most young people in the mentioned areas to be very similar. When 22 young high school graduates, not out of school more than three years, take a test in the four formula of fractions, decimals, percentages and square root and only four make more than 70, we should be concerned as to what a high school diploma has, quality wise, for young people going into the work world. A young person with the desire to enter a good skilled occupation must be able to read comprehensively, write legibly, and work well in the basic mathematics. The more

technical aspects of a trade, or skill, the more will be required of the person to fulfill their commitment successfully.

"I am convinced that our young people should have dexterity development along with the academic to be prepared for opportunities in technical trades. Lately, in my association with counselors, I have seen a new image and a positive attitude toward providing guidance for young people not going to college. This image change was long overdue. Our colleges could not possibly take all high school graduates, and furthermore, not all graduates are college material, academically speaking -- also, their attitude would not enable them to complete four or five more years in school.

"The responsibility to assist these young people to fulfill the needs of the employers who are the consumers of developed talents is ours."

Need for Skilled Workers

"The construction industry in Houston is booming. For the past couple of years we have satisfied our requirements for craftsmen primarily because a lot of them have moved here from other parts of the country, particularly the Northeast. I don't know how long we will be able to depend on this immigration because construction in other parts of the country, though not booming, is increasing. Construction jobs are usually high paying jobs, so people are willing to move to where the jobs are. But if craftsmen have jobs available where they live they are not likely to move to Houston in great numbers as they have in the past.

"Many people think that more craftsmen are easily available by calling the union's hiring halls. In the Houston area, however, there are only about 36,000 union craftsmen and laborers so the union halls don't have the extra people either. Most of those currently working in construction are not members of construction trade unions, so they must have received or are receiving whatever training they have by the slow process of on-the-job training.

"The joint apprenticeship programs are certainly the best ways to develop highly qualified craftsmen or leadmen, but these programs only begin to satisfy the industry's needs.

"Nationally, for example, the Department of Labor projects requirements through 1985 for an additional 260,000 people each year in construction occupations. Joint apprenticeship programs in construction occupations have about 165,000 people enrolled, but they are only graduating about 30,000 journeymen per year. These graduates satisfy only 11.5 percent of the annual requirement, so most people will have to get their training elsewhere. In fact, most of those who complete the entire program are made supervisors because their training is so good. As a result, there are few of these graduates working as journeymen, so they don't satisfy much of the requirement for craftsmen.

"In the Houston area we find a much worse relationship. There are about 4,000 registered apprentices in construction trades at any one time in our area, and we are graduating about 700 per year. Using the 25,000 increase in employment in contract construction over the past two years (12,500 per year), the joint apprenticeship programs are only providing 5.6 percent of the annual requirement. As elsewhere, most of these graduates become supervisors, so the requirement for new craftsmen, helpers and laborers is not being met. What we need is a source of people who have had some familiarization with the industry, and hopefully, some who have developed enough skills to qualify them to work as helpers. This is your challenge!

"You may ask why it is your challenge. Some may say, 'Let the contractors and the unions worry about their manpower needs.' The reason it should be a challenge to the public education system is that Houston cannot continue to thrive without satisfying the manpower needs of the construction industry. It takes construction craftsmen and helpers to build the houses and apartments needed to house the new families arriving hourly. It takes construction craftsmen and helpers to build the schools, highways, power plants, hospitals and other public facilities they need. It takes construction craftsmen and helpers to build the stores, offices, manufacturing and refining faciliteis to provide jobs for the newcomers and better jobs for the 'old timers.' If there are not enough craftsmen and helpers to build all these facilities, the growth of the entire area

will be stifled. For this reason, everyone should feel a commitment to preparing the one out of nine in our work force who will be working in contract construction."

* * *

"Speaking on behalf of ETPM, a new employer in the consortium area, I face several unknown, one of which we are addressing today -- the availability of skilled labor, and more specifically first class welders and fitters. As we approach the final phase of our site preparation, ETPM will very soon enter the recruitment phase of its start-up. Between now and the end of November, it is anticipated that our personnel requirements will be approximately 50 in these two categories. In taking a sampling of our applicant flow over the past six weeks, roughly 20 percent have applied for welders' jobs. Conservatively estimating that 50 percent of these applicants are able to pass the qualifying tests and that we are able to hire them, we would still fall far short of our immediate requirements. A further consideration which is likely to add to the acuteness of the problem is ETPM's stated requirement for most fitter categories to be able to read and interpret blueprints. We will also require certain categories to be facile with basic mathematics, especially fractions, decimals and metric measurements.

"While it is difficult for me to assess the job market, being new in the area, one has only to speak with other local employers engaged in similar operations to be aware of the shortage of qualified welders. This fact can be verified by the number of want ads for welders and fitters appearing in our local newspapers.

"Looking ahead to when our yard is fully operational, the requirements in these categories is likely to be multiplied many times. It appears obvious then in view of the facts that we've been able to gather that ETPM must get involved in the 'training game.' We are prepared to consider working together in a spirit of cooperation with the fine technical facilities in the area, with the various state and federal agencies at our disposal and with other local employers in an effort to overcome this problem. We are committed to becoming heavily involved in on-the-job training in the months to come as a part of ETPM's objective to hire qualified local residents whenever possible and to build a highly-trained, stable and permanent work force.

"As everyone here is aware, a training program geared to fit the specific needs of a new company can be costly. It becomes extremely expensive to fully finance in-house training programs when the costs and risks are high and the return on investment is indeterminable. ETPM, however, will require a base of technically skilled welders and fitters in order to succeed in its venture and to contribute to the economic growth of the area and its people."

Image/Attitudes

"In my opinion, until you change the folkways and mores of this society and this culture, you're not going to rapidly increase the appropriations for technical-vocational education. What I'm saying to you is that I'm viewing the Legislature as the point wherein you start to appropriate monies for purposes we are discussing here today, with the exception of political subdivisions, such as community colleges and school districts that have a tax base and have the ability to call on monies other than from the Legislature and the federal government. Until you change the constitutional base that presently exists which says that every student and every individual in the state is guaranteed an education of the first class in a postsecondary institution, you're not going to radically increase and change the thrust of educational attitudes in this state. That is the constitutional basis for the land grant schools, for the permanent university fund, and for the guarantee of state ad valorem taxes that go to non-permanent university fund schools.

"We're going to have to go to industry and work with them in making their needs known and in changing attitudes of Legislators.

"But on the floor of that Legislature -- if you don't change the attitudes of those people who do not understand and don't see that there's a need for highly trained and highly skilled people, I don't see a great deal of change will take place. I think it's incumbent in the next two, four, to six years that there be placed in the Constitution a provision for a dedicated fund for technical-vocational education such as was provided in the Constitutional Convention in 1974. Once

the Legislature takes those kinds of fundamental and basic steps, then the people of this state are finally going to say, 'OK, we've got some options for four-year academic college preparation...the marketplace is demanding highly skilled and trained people.'

"We have seen a constant decrease in enrollment in the state in about the last eight years in higher education. We have seen increases in vocational education of from 30 to 40 percent. We have seen the higher educational institutions increase their budget requests to the tune of 30 to 40 percent, yet there's a decrease in enrollment."

* * *

"One of the frustrating things about being a State Representative is that everyone thinks that because you're a member of the Legislature, you can change anything you want, by just snapping your fingers. Needless to say, it's not that easy. But vocational education is very much a concern of mine. I get input from people involved in industry, who employ people. They tell me about what their needs are and that this is an area that is neglected. We spend a lot of the taxpayers' money in the education system. And I think we have a duty to turn out the skills that are needed by the industries to keep our economy healthy. I don't think we are doing this in all areas.

"I think we need to focus on the students themselves. I know it must be terribly frustrating to go through any kind of educational program and get out and find there's no job for that skill or profession. I am an attorney and this is a very crowded field. So, I think our educational system has a duty to help students get into skills and professions where there is a job. We need people who are happy in their jobs. A person is truly blessed, who has an occupation he enjoys.

"Another problem is society's attitude toward vocational education. I think we should judge an individual on the quality of his or her work. If that person can produce and has pride in the quality of his or her work, then that should be the thing on which that individual is judged.

"I would say this to you, that as long as funds are available, vocational education is going to be a place where I'm going to put my vote, because I realize a great need in our society."

* * *

"The main thing I heard today was about attitudes. We've talked about the attitudes of parents regarding their children and vocational education. I personally feel that attitude is the most important thing. I would like to point out that schools are a reflection of society -- not the reverse. About the student that combed and sprayed his hair in the TEC office -- we in the school didn't teach him that. This attitude was not learned at school. I think the main thing I would like to point out to the Council is that we need to begin with children's attitudes before they go to school. Do you as parents assign your pre-school children a task and see that they follow through on it? If you would like for the schools to provide you with people who are going to have good work attitudes, you have to train them. And we will back up your training."

* * *

"The vast majority of people who are floating around, job-hopping from one place to the other, are unemployable. And the main reason for this unemployability is their attitude -- they have bad work attitudes. I feel if we could change these attitudes, we would help our situation -- not only here in San Angelo, but throughout the United States, because a lot of these people could be employed if they had the right attitude.

"Another thing about attitude -- some people who are employed suddenly feel that this job is beneath their dignity and they want to be higher up the ladder. So, they change jobs and they never get ahead, because they are always trainees in someone else's training program. We need to stress to students that the best way to advance is to stay with the company -- don't job hop."

Industry/Education Partnership

POSITION PAPER

"Slotting adult trainees into the in-school Machine Shop vocational programs in the Wichita Falls Independent School District.

BACKGROUND INFORMATION

"The Machine Shop vocational training program in the Wichita Falls ISD does not have significant popularity with students in the proportionate number the Wichita Falls job market area demands. At this time the enrollment in Machine Shop numbers 23. To arrive at ultimate cost effectiveness, a vocational laboratory program should operate with maximum student load of 35.

PROPOSAL

"To correct this discrepancy between large and further increasing labor demands and the vocational supply created by small shop enrollment, the Wichita Falls ISD proposes to do two things for the school year 1979-1980:

1. Improve the recruitment process and to do a better job of disseminating occupational training information among the student population.

2. As a pilot program, the Wichita Falls ISD requests permission to slot, on a limited basis, adults into the Machine Shop vocational program. Wichita Falls industry is crying for preparatory and supplementary training programs. The machine shop has been idle only during one week of the summer term and is open for training programs during the remainder of the year, Monday through Friday, 8:00 a.m. to 9:00 p.m. The output for in-school and adult programs still does not meet the job market demand.

3. The requested pilot program will be competency based, open-entry, open-exit programs in Machine Shop, slotting adults into the daytime, in-school classes. The adults would not be counted for reallocation purposes. A tuition would be charged based on the funding formula similar to contracted vocational education.

"The above proposal was submitted to the Texas Education Agency July 6, 1978. Within the proposal was the request to enter into a period of negotiations to work out details that would meet the guidelines of the Agency. The request is again extended."

* * *

"Let me reinforce how important I think it is to continue to work in a partnership mode, when it comes to addressing the whole area of vocational-technical education. And what I mean by that is that we continue to try to have involved, not only those people who are in the Legislature and those of us on the State Board of Education, and those who are staff members and local education agency and state education agency, but also members of the community. Because it will never do in any area of public education for us to try to do the job without involving those people in the community who are employers and who are business people in a variety of ways.

"In talking about the system today, I want to encourage you and all of us to be as creative as we can with the system as it is, but not be afraid to change the system of vocational education in terms of government and delivery of services if that is what is called for to meet the needs. Don't be afraid to push the system to its limit to solve some problems, rather than using those constraints as excuses for not meeting the needs.

"If we're going to be able to make the case for more dollars to be spent in certain kinds of ways, we've got to know what programs are working and which ones are not.

"We know the public is saying, 'We want students who get out of high school to have a saleable skill, because we know we have to meet the needs of the handicapped and we want to; we want to meet the needs of those who are undereducated.'

"The expectations of the public have shifted significantly about the role of vocational education. We now know that every student ought to have the opportunity to have some hands-on experience in school. But we also know that costs a lot of money and it requires more trained staff people and it requires more cooperation of business and industry."

Funding

"For the 1980-81 biennium, TEA has requested $567.1 million from the Legislature for Vocational Education. In TEA's Five-Year Vocational Education Plan which includes the 1980-81 biennium, however, TEA requested $704.1 million. TEA explains the discrepancy in budget requests for Vocational Education programs during the 1980-81 biennium by saying the ISD's would have difficulty operating more Vocational Education programs even if more funds were available. This is due to several factors: many ISD's do not have funds available to match state funds; facilities are inadequate to hold additional programs; and the ISD's are unable to meet minimum student requirements for additional vocational education programs.

"Another factor which may contribute to TEA's request from the Legislature for less funds than estimated in the five year State Vocational Education Plan is the projections of the percentage of secondary students participating in Vocational Education programs, services, and activities.

"Though these projections are made annually, the projections are based on data that are two years old. This lag time is a result of the problems associated with data collection and evaluation. The Vocational Education Five-Year Plan projected that the percentage of students participating in Vocational Education programs, services, and activities would be 13 percent in 1978, 13.3 percent in 1979, 13.7 percent in 1980, 14 percent in 1981 and 14.1 percent in 1982. The actual percentage of students in the state who participated in Vocational Education programs, services, and activities in 1977 was 14.95.

"Apparently, as long as TEA underestimates the number of students who will participate in Vocational Education programs, the less likely TEA will be to represent an appropriation sufficient to address the objectives in the Vocational Education Five-Year Plan.

"In addition, the difference between TEA's requested allocation and the request in the requested allocation and the request in the Five-Year Plan could perhaps more appropriately be used for exposing younger students to career alternatives, or career education, without expanding facilities. As pertains to TEA's request for funds for Vocational Education and TEA's projection of students participating in Vocational Education programs, services, and activities, the GSTCB Commission recommends:

2a. THE LEGISLATURE SHOULD APPROPRIATE THE NECESSARY FUNDS TO PROVIDE THE TEXAS EDUCATION AGENCY WITH $704.1 MILLION IN THE 1980-81 BIENNIUM TO ACCOMPLISH THE VOCATIONAL EDUCATION OBJECTIVES SET FORTH IN THEIR CURRENT FIVE-YEAR PLAN.

2b. THE TEXAS EDUCATION AGENCY SHOULD ADJUST ITS PROJECTIONS CONCERNING THE PERCENTAGE OF HIGH SCHOOL STUDENTS PARTICIPATING IN VOC. ED. PROGRAMS, SERVICES AND ACTIVITIES FOR 1979-83."

* * *

"In Texas there are very few programs that provide stipends or other monetary inducements to students who are enrolled in an ISD's Vocational Education programs and who have acude economic needs. TEA provides a work-study program during the summer months for students whose family income falls below the poverty level. Prospective work-study students need to be enrolled or preenrolled in a Vocational Education program. The program, however, lacks sufficient funds to adequately address all students who are enrolled in Vocational Education programs and whose families' income falls below the poverty level. In addition, the students' ISD must pay for a percentage of

the work-study program which it frequently cannot do. Furthermore, the program is limited to only non-taxpaying governmental entities. In the last academic year (1977-78), only 398 students from 14 ISD's in the Cultural Basin were able to take advantage of the work-study program.

"The U. S. Comprehensive Employment and Training Act (CETA) provides a number of youth training programs. The CETA programs, however, are usually available only to youth who are no longer enrolled in school.

"In an effort to address some of the problems of disadvantaged youth, TEA developed the Coordinated Vocational-Academic Education (CVAE) Program. The CVAE Program is designed to provide secondary students who are disadvantaged and potential dropouts with basic education skills and some knowledge of any one of several vocational programs. the CVAE program is considered a success because it probably has dissuaded students from quitting school. Yet only 57 ISD's of the 160 ISD's in the Basin participate in the program. In the 1977-78 academic year only 5,566 students were enrolled in it.

"To make school more attractive to vocational education students whose families live below the poverty line and to encourage vocational students to remain in school to acquire a skill, the GSTCB Commission recommends:

5a. THE TEXAS EDUCATION AGENCY SHOULD PROVIDE FUNDS TO LOCAL EDUCATION AGENCIES IN AREAS OF THE BASIN WITH HIGH CONCENTRATIONS OF YOUTH UNEMPLOYMENT AND SCHOOL DROPOUTS TO PROVIDE VOCATIONAL AND ACADEMIC SERVICES TO AT LEAST 1,063 DISADVANTAGED PERSONS DURING 1979.

5b. THE TEXAS EDUCATION AGENCY SHOULD PROVIDE FUNDS TO LOCAL EDUCATION AGENCIES IN THE BASIN TO INCREASE THE NEW SLOTS AVAILABLE IN 1979 FOR FULL-TIME OR PART-TIME JOBS FOR SCHOOL YOUTH NEEDING THE EARNINGS TO CONTINUE THEIR VOCATIONAL TRAINING.

"By concentrating upon the educating of the youth of the Basin, the GSTCB Commission hopes to eventually significantly improve the quality of life in South Texas. The implementation of the preceding recommendations is viewed as a fundamental step in improving the opportunities of youth in South Texas to take part in the development of South Texas."

Special Groups

HANDICAPPED

"I would like to address my remarks to the difficulties which handicapped students have in obtaining vocational education in the area of their choice. Many handicapped students with learning disabilities have difficulties with academic subjects because of their perceptual problems. As the student matures reaching the high school level, he becomes much more acutely aware of his handicap and limitations. He knows that he cannot perform academically on the level with his peers who are considered 'normal.'

"However, this same student often has a high potential in the area of vocational skills. He is aware of his interests in this area. The interest of the student in vocational skills when expressed to his counselor is more often than not pushed aside. The following is a list of some of the standard excuses used by guidance personnel in putting down the student's interest in vocational education.

1. Your test scores show you have the ability to perform academically. You're not dumb enough for vocational training.

2. You are not old enough to be considered for vocational training.

3. You are not at the proper grade level.

4. The classes you want are filled, you will have to be placed on a waiting list.

5. You can't take those classes because you are in special ed.

6. I can't help you, talk to the VAC. (Buck-passing)

"Assuming the vocational interests of the learning disabled student are attended to, he is often then placed in a training class for retarded students. His choices for vocational skills are limited to certain areas. Many times he is not even given a choice, but stuck in anywhere there is an opening.

"At the high school level our schools are doing an excellent job in turning students, particularly handicapped students, off to further interest in continuing their education particularly in the area of vocational education. These kids are not dropping out of school, they're being pushed out. In other words, the schools are turning their backs on these kids and their problems.

"Many vocational counselors have no previous training in this area, but are promoted to these positions from former positions as football coaches. Our schools and our kids deserve better than this. They need properly trained guidance personnel who have knowledge of, understand, and can explain Vocational Education programs to the students or parents requesting such information. The present confusion which exists within the high schools needs to be straightened out.

"Handicapped students who have no specific interest other than wanting to work after high school need to have a vocational evaluation to see where their strengths and abilities lie. At the present time, these students are not receiving this evaluation. Many parents have requested such an evaluation for their child, but their requests go unanswered. There are waiting lists, delays, and obvious inattention to the child's problem.

"In the case of my own son, he has finally gotten the vocational training in a welding course leading to certification which he wanted with the help of his juvenile probation officer. The probation officer was more knowledgeable about his option as a special ed. student than the school personnel at his high school. I feel that it is a shame that a handicapped student must resort to getting into trouble before his needs are attended to. There are many options available to handicapped students, but both they and their parents are not made aware of these options even when requesting such information.

"At the present time, there is only one technical high school available to all students within the El Paso Independent School District. This school cannot possibly meet the needs of all students wanting and requiring vocational education. There is a definite need in El Paso for expansion of facilities offering vocational education skills. Many handicapped students are delegated to the resource room where they stay until their graduation from high school. Following graduation they find that they have absolutely no skills with which to enter the world of work. The school system is socially promoting these individuals through school without preparing them for the adult life which follows.

"Since learning-disabled students have what is known as a hidden handicap, they are often ineligible for services from other agencies after their graduation from high school, making it even more important that they receive some kind of vocational skill training in addition to their academic work within the school system. The needs of our learning disabled students have been ignored far too long. With the implementation of P.L. 94-142, many parents of handicapped students will be requesting vocational education as part of their child's individual educational program. The schools can no longer afford to ignore these requests.

"In El Paso this committee for vocational education needs to address itself to the following areas:

1. Educational training standards for vocational counselors within the school system.

2. Dissemination of information concerning Vocational Education programs to all school personnel.

3. Establishing a vocational evaluation procedure for students requesting it.

4. Expanding present vocational programs to meet the needs of all students and the community.

5. Upgrading the social status of vocational training to the same level with academic training."

* * *

"The handicapped are not asking for charity from private industry nor from our educational institutions. They are asking, however, for compassionate understanding of their problems and needs and for the opportunity to gain a sense of self-worth and self-respect that comes from being a productive member of society. Can you imagine for a fleeting moment the hopeless frustration of an individual who has a keen bright mind, a person who feels and shares all the desires for the fullness of life that he or she can observe, being realized by others, but who cannot realize or achieve even the minimum level of acceptance from society. The handicapped are questioning the essence of our society and its values. They are asking:

1. Why are public school systems spending such large sums of money on programs designed for remedying the problems of the potential drop-out (many of who suffer from a lack of personal motivation), when a significant segment of the American society - the handicapped - are crying for the opportunity to learn a skill and to work? The problems to our society of the drop-out are significant, and should be addressed, but our priorities seem to be slightly out of order.

2. Why are such large sums of money being spent on remedial programs in our colleges and universities to teach people to read and write (a problem that should have been addressed and cured, I might add in our public schools), when these same colleges and universities are paying scant attention, if any, to the needs of the handicapped for assistance programs designed to allow them to further their education, although they may be bright, articulate and highly motivated? Are our priorities, in this respect, in proper order?

3. Can we justify expending larger and larger sums, for example, in developing athletic programs, when there are potential students who can't go to school because there are no interpreters available for the deaf? Is the entertainment of our student bodies and the image of our schools more important than meeting the unmet needs of the handicapped student? Where should our priorities be in this regard?

"The needs of the handicapped are basic: housing, transportation, physical assistance in personal care and special aids in the classroom, as well as barrier-free campuses. These basic needs can be met by a committed and sensitive administration and facility. It is obvious that vocational/technical education is a way to break the poverty cycle for the disadvantaged, as well as physically disadvantaged. In the Central Texas area, we are extremely fortunate to have educational institutions, such as TSTI and McLennan Community College, which are widening a growing sensitivity to the needs of the handicapped students in the area of vocational/technical education. These two institutions, for example, have taken significant steps to serve the handicapped, but the steps taken so far are only a prelude to the miles to go. A person in a wheelchair, the blind and the deaf, can learn a trade or skill that is marketable -- a skill that can fill the needs of business. But, as in all vocational/technical education, business and industry must be willing to give the trained handicapped the opportunity to work. I strongly disagree with the idea that the private employer should be approached for charity employment for the handicapped. Business must make a profit or it simply cannot afford to have a social conscience. Physical disability and productivity are not always mutually exclusive. Employers who have hired properly trained, properly screened and properly placed employees (who also happen to be handicapped) realize that this is true. It is high time that more educational institutions and employers learn the truth about the handicapped. The handicapped deserve the opportunity to learn and to work, nothing more and nothing less."

PROBLEMS INVOLVING EQUIPMENT PROCESSING PROCEDURES

"Trip No. 1

1. The equipment list is prepared and approved for purchase locally.
2. Superintendent of Schools sends the list to the Area Supervisor.
3. The Area Supervisor sends the list to Document Control.
4. The Document Control Division sends the list to the Associate Commissioner for Occupational Education and Technology.
5. The Associate Commissioner for Occupational Education and Technology sends the list to the Director of Secondary Programs.
6. The Director of Secondary Programs sends it to the Program Director.
7. The Program Director sends it back to the Director of Secondary Programs.
8. The Director of Secondary Programs sends it back to the Associate Commissioner for Occupational Education and Technology.
9. The Associate Commissioner for Occupational Education and Technology sends it back to Document Control.
10. Document Control sends the list to the Director of Occupational Administrative Services.
11. The Director of Occupational Administrative Services sends the list to the Superintendent of Schools.

"Trip No. 2

1. The Superintendent of Schools sends the list back to the Document Control Division.
2. The Document Control Division sends the list to the Director of Occupational Administrative Services.
3. The Director of Occupational Administrative Services sends the list to Financial Allocations.
4. Financial Allocations Division sends the list to the Deputy Commissioner for Programs.
5. The Deputy Commissioner for Programs sends the list to the Deputy Commissioner for Administrative Services.
6. The Deputy Commissioner for Administrative Services sends the list to Document Control.
7. Document Control sends the list to the Director of Occupational Administrative Services.

8. The Director of Occupational Administrative Services sends the list to the Superintendent of Schools."

* * *

"To repeat some of my concerns which are based upon changes in the guidelines by which vocational programs are conducted. To my way of thinking, these changes will lessen the quality of vocational in the state.

1. Attached is page 59 of an old guide with the significant statement underlined, What could be more right than this statement?

> Cooperative program coordinators being charged with maintaining employer relationships conducive to the job placement of students and for their continued employment must also be responsible for the identification and selection of students who are sufficiently responsible to contribute to that relationship.

"The helpful statement disappeared from the guide perhaps 10 or 12 years ago. I have never found out why.

2. Attached also are pages from my last two annual plans. I have indicated the change that makes it possible for vocational counselors to be made responsible to other administrators not concerned with vocational education. Please notice particularly the 1977-78 version. ---'assuming such administrative unit exists' seems emminently fair to me. The 1978-79 version contains the authority already cited even if a vocational, administrative unit does exist. To my way of thinking, vocational counselor units, if allowed to perform their prescribed duties, are the greatest boon to vocational education since the present scope of funding became available.

3. Please notice the contents of item 3 which are also attached. Clearly the intent is to no longer identify regularly enrolled high school students as the 'primary target population' and to open the way for 'mainstreaming' of the disadvantaged and handicapped.

"I mentioned yesterday that A.R.D. committee members who know nothing of what is necessary for success in a given occupation can now vote a student into any vocational program of their choosing. I failed to mention, however, that the number of selection criteria has also now been reduced from eight to five.

"On this same subject there is another matter that is completely baffling to me. Each area of special education has its own special certification requirements. Regardless of possible unique and outstanding demonstrated teaching ability, a M.B.I. teacher cannot teach emotionally disturbed students nor can an E.M.R. teacher teach LLD students. Even so, any or all of these students can apparently be entrusted to an autobody repairman who has only 14 to 18 college hours at most, with no concern for his lack of ability to cope with their special problems. That question concerning the teacher's capabilities no longer has to be taken into account by the A.R.D. committees.

"The quality of vocational education across the state has already been adversely affected. This is the information I get from my counterparts. Either the vocational division at TEA has caused this to happen or has not been able to prevent it from happening."

* * *

"Two (2) years ago, Mr. Cadar Parr, Associate Commissioner for Occupational Education and Technology, requested that the school districts form a cooperative to operate adult vocational programs utilizing the disadvantaged adult vocational funds. The Superintendents of Hidalgo-Starr Counties formed such a cooperative and elected the Weslaco Independent School District as the fiscal agent for the adult vocational coops utilizing disadvantaged funds. I was appointed by our superintendent to administer that vocational component. Proposals for funding under such funds were submitted, but the coop was never funded due to TEA's lack of preparedness to implement coop's. W.I.S.D. was funded on the same level and was authorized to operate an adult vocational program with disadvantaged funds.

"Recently we heard that the TEA has made a decision not to fund public schools for the adult vocational programs through the disadvantaged funds. They further stated that the disadvantaged funds would be channeled to junior colleges and to the TSTI systems. The public schools were to operate adult vocational programs through regular vocational program funding. The plan is to become effective July 1, 1979.

"I would like to state my objection to the proposed channeling of disadvantaged funds. First of all, the junior colleges have already hurt the public school vocational programs enough by taking the millions of dollars that had been set aside for equipment purchase. They certainly do not need to hurt us any further. The public school vocational programs cannot purchase any equipment for existing programs utilizing state funds for this reason.

"Secondly, if the public schools are to use the regular adult vocational program funds, the criteria on these funds must be changed. The regular adult funds cover expenses only for salaries and supplies. How can we operate a welding program without funds for utilities, janitorial, and other costs? The disadvantaged funds contain provisions for funds on administration, supervising, utilities, custodian, supplies, salaries, indirect costs, etc.

"The superintendents of Hidalgo-Starr County already have a coop in place and in operation. We certainly do not need to bring in TSTI or a junior college to deliver our vocational services. The local independent school districts can very well do it themselves.

"We ask that you do everything possible to help the public schools keep this funding and to help us keep the postsecondary institutions from trying to come in and do a job that we can do and are ready, willing, and able to do.

"The South Texas Association of Vocational Directors/Supervisors adopted a resolution in support of continuing funding of disadvantaged funds for public schools instead of postsecondary institutions.

"The South Texas Association of Vocational Directors/Supervisors adopted a resolution in support of continuing funding of disadvantaged funds for public schools instead of postsecondary institutions.

"I feel that if this plan is implemented, it would kill our existing adult vocational program."

Teacher Salaries, Preparation and Certification/Counseling

"An important component of the vocational education system in Texas is the vocational education counselor. The vocational education counselor has the responsibility of guiding students to a marketable skill; informing the particular school or ISD of programs available to students, the school, and the ISD; and occassionally acting as a job placement officer for students who have successfully completed a vocational education program. The vocational education counselor is not to be confused with the academic guidance counselor, whose responsibilities and training are essentially different from the vocational education counselor.

"Vocational education counselors, however, are a rarity. ISD's are eligible for a vocational education counselor if they have 300 students regularly enrolled in Vocational Education programs. ISD's are eligible for an additional counselor for each additional 500 students regularly enrolled in vocational education programs. Provision is made for a half-time vocational education counselor to ISD's with small vocational education enrollments. But locating qualified personnel who are willing to work part-time is unusual. The result of the relatively high number of vocational education students necessary to justify one vocational education counselor is that at least 85 ISD's out of the 160 in the 40-county Greater South Texas Cultural Basin are without a vocational education counselor.

"The lack of vocational education counselors is further compounded by the lack of people who are specifically responsible for placing students in careers for which they are trained. Presently, the vocational education counselors and the vocational education instructors have the general

duty of placing students in careers for which the student has a skill. However, this placement mechanism is haphazard at best, since neither the vocational education counselors nor the vocational instructors have the specific duty of placing students.

"TEA, however, has provided seven ISD's in the Basin with personnel whose sole responsibility is placing students in jobs for which they have skills. Because of a seeming duplication of services -- both vocational education counselors and vocational education instructors have assumed job placement responsibilities on an ad hoc basis -- TEA wishes to discontinue hiring personnel whose sole function is job placement.

"Since so many ISD's in the Basin are without the benefits of vocational education counselors to provide career guidance to vocational education students, and since there are so few vocational education personnel who have the responsibility for locating jobs for vocational education students, the GSTCB Commission recommends:

3a. THE TEXAS EDUCATION AGENCY SHOULD PROVIDE THE NECESSARY FINANCIAL ASSISTANCE TO THE SCHOOL DISTRICTS IN THE BASIN WITHOUT VOCATIONAL GUIDANCE COUNSELORS TO HIRE INDIVIDUALS PROVIDING GUIDANCE COUNSELING TO VOCATIONAL STUDENTS BY 1979.

3b. THE TEXAS EDUCATION AGENCY SHOULD FUND AT LEAST TWO LOCAL EDUCATION AGENCIES IN THE BASIN TO HIRE AN INDIVIDUAL TO PROVIDE EDUCATION AND JOB PLACEMENT SERVICES TO STUDENTS IN 1979."

* * *

"Vocational education has long recognized the importance of educating the 'whole' person. We have utilized our youth leadership organizations as an effective vehicle to that end. We have failed, however, to recognize that perhaps only one third of our teachers are devoting the time and energy to provide a meaningful youth leadership organization for their students. We presently have three classes of teachers in relation to youth leadership organizations:

1. About 30 percent of our teachers who devote untold extra hours away from home and family in order to provide the educational, vocational, civic, and social experiences that lead to their personal development of skills, habits, and attitudes which will make students more employable.

2. About 30 to 35 percent of our teachers provide a youth leadership organization 'on paper' in order to give the students an opportunity to participate in contests.

3. The remainder of our teachers have no real pressure applied to them by school administrators, and make no real pretense of providing youth leadership development opportunities.

"All of these teachers are paid the same! A recent study conducted by Texas A & M shows that most trade and industrial teachers who remain in education have an outside source of income to supplement their salary. Given these conditions, it is perhaps astounding that so many of our teachers are providing these vital experiences for their students. I would propose that we could increase this number by offering 'extra duty pay' for those teachers providing these desired services for their students. Local administrators should be required to ascertain whether teachers had provided a minimum of 10 'club' activities for their students during the year. If this were established as fact, then the local school systems should provide a $500 'bonus' at the end of the year for these teachers. This 'bonus' would then be matched by the state. What we are proposing is a $1,000 extra duty pay to be divided by the local and state systems...insuring local support to the effort, and lending state incentive and support."

Adult Education

"We've been interested in providing adult basic education and high school equivalency out of GED training in Alvin Community College for quite some time, but only in 1974 did we begin the Texas

Education Agency and federally funded program Alvin Community College. In the spring following that year, 58 people finished the High School Equivalency. It's been slightly expanded. A few additional dollars have gone into the program and last spring 117 people got their GED's. But what bothers me is that in 1970 the census said there were 20,000 undereducated adults in Brazoria County and about 1974 there were about 2,000 young people who were not returning to public schools. We're getting behind faster than we're catching up.

"One reason might be that we have not tried to make the program of adult basic education and a GED High School Equivalency anymore societally acceptable as is the field of vocational education. But through experiences of some people, there is a tendency to put down the stigma and to raise up the pride in learning.

"Comment from a current student, 29-year-old male Caucasian, who passed from the 8th grade to the 9th and two years running in the 9th with failure facing him continually because he couldn't read, dropped out. He began the program several months ago and has a reading level of about the 7th grade. When asked how the program helped him he said, 'my self-confidence has increased 100 percent. I'm not scared anymore. I'm moving toward my goal in life. That's a part of what you're about. A 57-year-old male Caucasian, by trade a pipefitter working as a purchasing agent, quit school in the 9th grade 42 years ago, spent 9 months in study, passed a GED. He said he had a common misconception about trying to get the GED. 'I thought it would take too long, especially for one my age. I've learned a lot better way to do things; I feel confident meeting other people. I'm not now hesitant to try something different.'

"A metal fabricator, 44-year-old male Spanish surnamed American with three children who's wife is employed as a custodian at an area university...he began some three or four semesters earlier learning English as a second language and then in another semester completed the GED program, because he really wanted to become acquainted with what his children would need to know and would be studying in high school. 'The education has helped me in my work to better understand measurements, surfaces, and details of layout. I think the GED program is an indispensable thing, especially for those who cannot go to school during the day or who feel too old to go to high school. I would never have gotten my GED, if it had not been available at night.'

"One other, a 46-year-old female Caucasian, housewife with 6 sons, 14-29 years of age, four grandchildren, and a husband who is an aircraft dispatcher...finished the 11th grade 29 years ago. Things have changed tremendously in those years. 'I felt inadequate, stymied, and with multiple disabilities (diabetes, epilepsy, heart trouble, and colitis). I felt 'cut off' from the world. Entrance into this program was my first attempt to become oriented to the world. I completed my GED and I'm now enrolled in a manual communications course and plan to enter college next semester. If just one person is helped as I have been helped, the cost of your program is well worth it!

"We have a table attached which shows the number of persons in each of several years, completing their GED in both the local school district program and that of a college. The thing we're really trying to find and seek in this instance is input that will provide additional support for the AVE, GED program, that we might provide in greater proximity to those who are even yet unable to come to those centers that exist."

* * *

"I was a little startled to learn that only 8 percent of the monies allocated to education in Texas went to vocational-technical education and I guess I'm a little glad that I don't know what percentage of that goes to Adult Education. Because, certainly, the near-200,000 adults in Texas, need a voice at any hearing which might effect the prioritization of funds allocated to education. While adult students are learning basic academic skills or acquiring academic certification, the purpose for most students' attendance is to prepare them for training which would allow them to enter the job market or vocational training. I think they speak best for themselves, and I'd like for you to hear one now...'My name is Rose Court. I am 35 years old and I am a mother of three...and, like a lot of people, for many, many years, I went without a full education because I was afraid to go back and find out how much I had not learned in school. When I came to the College at the Mainland, I talked to a gentlemen who told me that I had taken the biggest step -- to come and ask about the program. And he asked me why I came to the College. And I frankly told him it was because I could no longer help my children with their homework. And it's made me realize how important education really is. From the time I was born until I came up to this College, I only lived part of an educational life and had a very rough time at

it. I couldn't figure out my bills. I couldn't figure out how much money to spend on groceries. I couldn't even make out a budget. Then I told myself 'I am not getting very far very quick and life is too short.' So I decided that I would go back to college and teach myself or have someone teach me the importance of education. And teach me the education that is needed to live a different type of life and to better myself in life. And this I am doing right now. And I am very grateful that I have the opportunity and the ambition and that somebody in this world besides myself cares that I have an educatio.'"

* * *

"The Houston Community College System is the Adult Education Cooperative for the Houston Area. And as such, we are responsible for the adult basic education, the GED, and ESL funds that come from the state and federal government. And, we in turn, work with the other local agencies, HISD, and other institutions and agencies in the Houston area providing the basic education for adults. That's not all of the adult activities that we're responsible for. But that's the ones that we will address today.

"In Houston, we have about 450,000 adults, 17 years of age and older, that do not have a high school education. About 300,000 of these adults have less than an 8th grade education. Each year, through the adult education coop, we serve approximately 15,000 adults of the total population through figures that I just mentioned. Fifteen thousand adults in adult basic education programs, GED and USL, is rather a large program but still we are really not making much headway towards that total figure of 150,000 adults.

"In Houston, we cannot advertise or recruit for adults for this program because of lack of funds. We've advertised and let it be known that this program is available to the adults in the Houston area, and we've needed three times the number of instructors that we have available. So, we cannot do this in Houston.

"We feel we have very high quality in the Houston area, in GED, ABE, and ESL. Our main priority in all of these programs is employment -- make the taxusers, taxpayers. So, getting adults ready for employment each year in cooperation with the skill center here in Houston, our record for this and the past couple of years is 93 percent of the adults that enter that program, successfully complete the GED diploma. That 93 percent! I don't think there would be many programs nationally that would be better than that. Now, of that number, 100 percent are going to skill training. So, that's the types of things we try to do. It is a minimum amount that we are asking for.

"For Adult Basic Education programs for the two-year period, we would like to serve 70,000 more adults in the state, increasing from the 135,000 we're serving each year. We're asking 18 million dollars. For the disadvantaged adult program, skill related, we only have federal funds. There's no state program. And, for the establishment of competency-based assessment centers, we're asking for .5 million to start 50 assessment centers across the state. And this is in cooperation with the competency-based high school diploma program.

* * *

"It is widely recognized and accepted that education is the cornerstone of our democracy, the right of every citizen and a prerequisite to the full self-realization of every individual. Adult Basic Education programs are continuously attempting to meet the academic needs of the more than 4,000,000 Texas adults who do not have a high school diploma. Major studies and census reports indicate that almost 2,000,000 of these adults did not complete nine years of formal education and are generally ill-equipped to meet the requirements for adult living in this technological age. It has been further demonstrated that functional illiteracy among adults and out-of-school youths is a major contributor to the problem our society faces in crime, civil unrest, poverty, unemployment, and mental illness. Literacy is also an important requirement for gainful employment, industrial growth, technological advance and economic strength. This competency coupled with accessible skill training opportunities make for a well-rounded, competent, productive adult able to not only take, but to give back to this great society.

"Under the supervision of the Division of Adult Programs, there exists a program which meets these non-academic needs of Texas adults. The Educationally Disadvantaged Adults Training Program provides occupational skill training to adults who meet the one or more of the following

criteria:

. . .The adult does not possess a high school diploma or GED

. . .The adult does not have a saleable skill

. . .The adult requires an individualized and short-term training program

. . .The adult did not have access to vocational training due to conditions existing from rural, ghetto or barrio environmental factors

"For the past three years, the Central Texas Regional Adult Education Cooperative, Central Texas College, prime sponsor, established separate classes in the communities of our six-county service area. These classes were co-sponsored by the local educational agency or other interested organization. Local personnel staffed the programs and equipment and facilities were provided. Residents of these communities were offered job-entry level instruction in the following areas: office skills (typing, shorthand, business machines, filing, accounting/bookkeeping), auto mechanics, nurse aide, medication aide, welding, small engine repair, T.A. repair, custodial training, and food service. The rationale for 'separate' classes was based on the following:

1. The immediate need of this 'adult' was economic. They need to acquire new job skills or upgrade present skills to make a better living for their families or themselves.

2. Because of certain deficiencies, they require individualized attention and certain support services such as related academic training, counseling -- both personal and career -- employability skills and job placement assistance.

3. Training programs were specifically designed to teach job-entry skills in the shortest length of time and yet produce a competent worker.

4. Cost of the training was kept to a minimum, usually there was no charge to the student.

5. Instructors certified by the Texas Education Agency were employed and training facilities were generally equipped with the necessary tools of the trade being taught.

"Our coop has co-sponsored such programs in Bell, Coryell, Lampasas, Hamilton, Mills and San Saba counties and they have been well received. These occupational classes are operated parallel to our adult basic and GED classes. A person leaves the program with all the skills needed to be a productive member of his community. The attached depositions were given to me by several program participants who were unable to be here today to address you in person.

"What possible problems could exist in a prog am with such a noble intent and an excellent record of accountability in terms of skill training opportunities offered to a segment of our society so often denied access? One word -- Mainstreaming. In compliance with the Education Amendments of 1976, Public Law 94-482, certain changes in programmatic procedures were to be implemented July 1, 1978. To the maximum extent possible, persons identified as educationally disadvantaged should be integrated (mainstreamed) into regular vocational programs. This means channeling these adults through post-secondary vocational programs or regular adult vocational programs sponsored by local educational agencies. To enumerate the problems with this new concept:

1. Many local educational agencies are unable to comply with mainstreaming because they have n. regular adult vocational program and in some cases, no real vocational program established.

2. Most postsecondary vocational programs are strictly structured into semesters, one-year or two-year training programs. The classes are usually scheduled for all day sessions. Most of the adults served by this program at the present time, need employment as soon as possible. Also, evening or part-time day classes allow participants to maintain some other type of employment if necessary.

3. In going through these structured classes, the need for individualized instruction

may not always be met. This teaching technique takes a great deal of time, but it works with this clientele. Individualization to this extent is not always considered feasible by our postsecondary institutions.

4. Special needs personnel must be available to acclimate these adults to their new learning environment. Most counseling offices on postsecondary campuses are hard pressed to meet the needs of their present student population.

5. Many of the adults now being served will be unable to bear the cost of tuition required to participate in these mainstreamed programs. The cost will not be funded under the new procedure, and many of our students are not eligible for any agency assistance programs such as CETA, Vocational Rehabilitation, etc. But, still the need is just as great.

6. Finally, many, many communities will be forced to explain the demise of this program -- resulting in a loss of goodwill throughout our area.

"We solicit the assistance of the Advisory Council in bringing this concern before the appropriate agencies. If this concept is applied to this program while the same circumstances exist which forced these adults out of the mainstream of life; then, the program will most certainly fail."

Coordination Between Agencies/Programs

"Of all the governmental programs that fall within the 'welfare spectrum,' vocational rehabilitation is the most intensely oriented to the return of a client to gainful employment. It is, therefore, a vital governmental function, because it is one of the few pathways from dependence to personal independence! However, in this particular area, or region of the country we are extremely hampered in this process, because of the lack of training facilities. In fact, excluding the curriculum of Sam Houston State University, there is very little of any type of vocational training available to this part of the country. Of course, even the college curriculum is only available to those who are qualified to attend a university. Therefore, the greater population of needful people have to leave their homes and communities, if they are rehabilitated, and/or employed. In recent years, the continuing adult education program has offered a few basic vocational skills in this area, but not in-depth, to the extent for most basic entry-level jobs. If this program can be intensified, and expanded in many vocational fields, there can be great hope for our area. Other than this program, the Huntsville Memorial Hospital and the High School and Gulf Coast Trades Center are about the only resources available. WE NEED ... (the facilities to train:) ..

air conditioning repairmen
auto mechanics
auto paint and body repairmen
barbers and beauticians
business managers
construction workers
draftsmen
electrical engineers
hotel managers
heavy equipment workers and machinists
plumbers, radio and TV repairmen
nurses aides, small engine mechanics, welders, etc."

* * *

"It is apparent that CETA funds support the concept of a participant stipend program thereby reducing drastically the funds available for skills development. In a way, this is actually a disservice to the labor market-bound student. This leads to an extremely high cost per participant in these programs. Annually, over 11 million dollars flow through the local prime sponsor of this area with a relatively small number of people being truly benefitted. In youth programs

in this area approximately one-half million dollars are spent on approximately 500 youth in training programs, some that have questionable validity. The performance question is how many youth are actually trained for, get, and hold, for a significant time, jobs in occupations trained for. The proposition concludes with why not work with schools and ESC's on relevant programs that have and that offer an opportunity to modify the employment mold and break the poverty cycle.

New Programs

"A greatly increased rate of use of alternative energy resources should be anticipated in the homes, businesses, and on the farms of Texas in the next two decades. The principal contributing factor will be that public utilities will not be able to maintain the required rate of construction to provide the increased rate of supply desired by the public at prices that the public can afford.

"We are already seeing the developing conflicts as public utilities seek to raise rates in an effort to provide capital for new construction. The inevitable result on the part of some citizens will be to seriously seek other energy resources for partially, if not totally, meeting their perceived heating and cooling requirements. Some supplementation of electrical needs can also be expected. Some, of course, will reduce their use.

"In this portion of the state, the only resources directly accessible to large numbers of citizens are those associated with the solar resource. These are direct solar radiation, wind, and biomass. Direct solar radiation is the most universally accessible of these, even to those living in the cities. The wind resource will appear attractive to many living in the less congested areas. Increased use of insulation with more complete weatherizing of homes, businesses, etc. should also be anticipated. All these activities will certainly create new pressures on the supply of manpower needed to do these jobs.

"It should be noted that utilization of alternative energy resources of the forms mentioned will diminish the demands on large highly centralized systems. Moreover, recent studies have revealed that the solar energy-conservation path will create more jobs, with a more uniform demand over the years, and produce longer lasting benefits for the public involved than the alternative offered by the construction of nuclear power plants. (See Solar Age, August, 1978, p. 15).

"Of the three solar energy forms mentioned above, it appears most likely that demand for trained manpower will be largest for solar unit installation work. Wind machine fabrication is little different from other machine and sheet metal fabrication. Biomass utilization will likely occur in large plants and will be taken care of by large engineering firms.

"Projections indicate two million solar installations (not water and space heating) in the U. S. by 1985. An estimated work force of 25,000 will be required at that time. Of this number, about 2,500 will be needed in Texas. Careful attention should be given to assure the supply of well trained mechanics and technicians needed for this task. A few community colleges and branches of TSTI have initiated programs for this purpose but it should be determined whether the extent and geographical distribution of such programs are adequate.

"Our nation's heavy dependence upon imported petroleum is quite generally recognized as the most dangerous threat to our well-being. An interruption of the supply of imported petroleum would not make our homes, offices, factories, schools, etc. unusable, but an automobile, truck or tractor without liquid fuel cannot perform its primary function. Our transportation system would be in severe disarray.

"I believe that some steps could be taken to lessen the potential impact of such an event, as well as lessen the present economic burden accompanying the enormous outflow of cash in payment for this foreign oil. It is a well-documented fact that most automobiles are shockingly inefficient in their use of liquid fuel. Most are not well maintained for various reasons, one of which is the expense of tune-ups, adjustments, etc., as compared with the cost of fuel saved. I am convinced that one of the most needed and potentially beneficial public services would be some program that would aid large numbers of the public to increase efficiencies of automobile use -- both from technical improvement, and a knowledge of driving practices that improve fuel

efficiency. The efforts made thus far have been minuscule and usually unappealing.

"The proper place for this effort is in the technical and vocational educational programs of the state. Input could be sought from other types of institutions, but extensive participation by the community colleges and technical institutes would be essential for the success of this kind of program.

"I am also convinced that community colleges are ideally suited for a very needed effort to provide general energy education at a level appropriate for the general public.

"Our main need in the wood products field is for technically-oriented or skilled employees such as a millwright, mechanic, electrician, or saw filers.

"I know that you have programs that train people in these fields. The biggest injustice you could do to that person would be to let him or her complete a specific program and receive a certificate or diploma just to meet a quota. It only takes a couple of minutes for us to 'check' a person out to determine if he or she is qualified.

"We will be willing to work in conjuntion with you in developing a program that will benefit the forest products industry. The forest products industry contributes over 2.2 billion dollars annually to East Texas economy. This is a lot of money. In order for us to continue to grow, we will continue to need trained, qualified, skilled people.

"The electricians that we need should be more than just wire twisters; they need to be able to read blueprints, be familiar with solid state, and be well educated enough to do anything from changing a light bulb to programming a computer.

"Our millwrights are the fix-it or maintenance men. They perform such duties as cutting, welding, repair of gear boxes, and much more. They also need to be able to read a blueprint.

"The mechanics should be able to handle any problems in a gasoline engine or more importantly be able to handle diesel engine problems.

"The saw filer is a key to a successful profitable sawmill. His job is one of the two or three most important positions in a sawmill. It would be a real good thing if you could come up with a program that would train bonafied saw filers.

"We mainly hire what is known as the common laborer, the unskilled or unqualified worker. We have a place in Louisiana Pacific and in the wood products industry for almost every type of worker. We need your help in getting the person trained in a field where he can best help both himself and the employer."

Miscellaneous

"In an effort to provide comprehensive vocational education to the secondary students in Texas, TEA has established area vocational education schools. Area schools must offer at least five different occupational fields. They must also serve neighboring ISD's whose vocational education programs are limited by the small number of students enrolled in vocational education.

"Area vocational education schools have not met with great success. There are several reasons for their limited success. First, students from neighboring ISD's will frequently not use the area vocational school's facilities because they do not know the facilities are available to them. A vocational education counselor should inform students of the availability of facilities and programs at the area vocational school. The ISD's that usually have a great need for the facilities at the area vocational school are the ISD's that usually do not have the services of a vocational education counselor. Another reason for the limited success of the area vocational school is an intense community identification which results in school rivalries. The effect of the school rivalries is to inhibit students of the regular schools from attending the area vocational schools. A third reason is the distance to the area vocational school campus from the regular campuses. The travel time involved may prevent students from participating in extra-

curricular activities. This further inhibits students from using the area vocational schools.

"Since the area vocational schools have not met with success because of the students' lack of information of the programs available at the area vocational schools, the community and school rivalry between the school with limited vocational education programs and the area vocational school, and the distance between the schools, the GSTCB Commission recommends:

4a. THE TEXAS EDUCATION AGENCY AND THE ADVISORY COUNCIL ON TECHNICAL-VOCATIONAL EDUCATION SHOULD ENCOURAGE ADJOINING SCHOOL DISTRICTS TO COORDINATE THEIR VOCATIONAL EDUCATION PROGRAMS."

"The general and specific needs of technical, vocational, adult and manpower education would be better served by expanding the participation of private proprietary training institutions and a greater use of the expertise of the management of these institutions.

"A complete and thorough survey of each community should be made. Then take action to use all existing services available (public and private programs), which have already been established and are successfully in the process of training people in vocational skills. Total utilization of these facilities should be required before expending public money and manpower on new unproven 'maybe' programs.

"Recognize and acknowledge that for decades proprietary schools have rendered a tremendous service to our citizens and state alike in vocational training (without state expense).

"Take action to increase the representation of private school operators and free enterprise business people on the decision-making boards, panels, councils and all other such bodies, and discontinue the practice of loading these bodies with people who represent groups that exist on tax dollars rather than those who produce taxes.

"The State of Texas, through statute and the Texas Education Agency, has exercised greater restrictions and controls over private vocational schools than it does over public institutions while receiving tax revenue from proprietary schools. All parties should be extremely eager to require increased use of private vocational school facilities."

Section 2A

STRUCTURED WRITTEN REPORT OF STUDY GROUPS

Input Obtained from Hearing at Brookhaven Community College in Farmers Branch

In several hearings, formats deviated from the individualized testimony approach. In several locations, study groups were formed ahead of time to study certain topics assigned. Others broke up into groups by occupational area the day of the hearing, as was the procedure at Brookhaven Community College in Farmers Branch.

The input received from these study-format hearings was comprehensive and very informative. We have chosen to include highlights of the Farmers Branch hearing as an example of these types of reports. It was selected because of its comprehensiveness and easy adaptability to this type of proceedings report.

The groups formed at Farmers Branch were for administrators (educators); business/industrial representatives; manpower-CETA, labor and state and federal agencies; PTA/school board, parents, citizens; students/former students; and teachers.

Each group was given a worksheet with four "questions" on it and after "brainstorming" for an hour, they came up with a list of responses agreed upon by the majority. We felt the answers were representative enough to include in these Proceedings. We have listed the responses of all the groups to questions I, II and IV. An abbreviated form of the worksheet is included for reference.

After the individual meetings, everyone gathered in the auditorium and the chair of each group gave a report on the top three responses in each category.

At the beginning of the session, participants were given written testimony response forms and encouraged to fill them out, so their individual input could be included in the report. We have included the responses from all the forms received.

ADVISORY COUNCIL FOR TECHNICAL VOCATIONAL EDUCATION (ACTVE) HEARING
BROOKHAVEN COMMUNITY COLLEGE
October 10, 1978

WORKSHEET

SPECIAL INTEREST GROUP _____

GROUP FACILITATOR _____

GROUP RECORDER _____

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

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II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

A.

B.

C.

III. IDENTIFY RESOURCES AVAILABLE TO ADDRESS THE TOP THREE NEEDS

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IV. RECORD SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING TECHNICAL/VOCATIONAL EDUCATION RELATIVE TO THE TOP THREE NEEDS

A.

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B.

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C.

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ADMINISTRATORS (EDUCATORS)

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

Higher percentage of state funds for voc. ed. (buildings - replacement of equipment - higher instructional funds for pre-labs)

Marketable skill for graduation (required)

Better delivery system for vocational programs to be available to all students

Transportation should be made available for vocational programs and for coop students to training stations

Supplemental pay for lab teachers to compete with industry

Better preparation of students K-8 in basic skills of communication -- math, etc.

Handicapped programs via vocational programs

Federal and state guidelines that prevents local control to meet needs

Legislation that requires the availability of 20 vocational programs to all students

II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

Higher percentage of state funds for vocational education

Better delivery system

Better preparation of students K-8 in basic skills, communication - math, etc.

IV. RECORD SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING TECHNICAL/VOCATIONAL EDUCATION RELATIVE TO THE TOP THREE NEEDS

State funds - Look at all bills to be sure vocational students and programs are not penalized

Provide more flexibility on programs at local level -- being sure to avoid special interest group pressure

Make area schools more available to small local districts

Hold State Directors meeting at the same time as Superintendents meeting

Provide transportation for coop students

Be sure that vocational programs are given a larger percent of state and federal dollars

Better delivery system

More vocational counselors

Develop a plan for transfer of funds to utilize area schools without penalizing either sending or receiving school

Share successful program through State Validation Program

Better preparation of K-8 students in basic skills

Utilize Region 10 training program for teachers on how to improve reading for 11th and 12th grades.

Develop a system that reorients subject matter teachers to the world of work

Identify basic skills that should be developed by 8th grade

Staff development for teachers on communication skills

Look for new programs that schools can implement

BUSINESS/INDUSTRIAL ASSOCIATION

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

More qualified noters/writers (insurance)

Both personal and commercial in both agency and company fields

If program (optical) works in Region 10 it should be expanded

More money from state for vocational education

Need more training programs in carpentry, etc.

Training programs should be located in areas where those who need it most (disadvantaged w/out skills) are

Better salaries for vocational teachers

More awareness of alternative opportunities for high school students (credit union workers)

Internships

Inform career guidance counselors of more broadbased alternatives

Trade associations/companies need to "toot" their own horn. More company publicity about their trading programs

Look at students who aren't part of the top

Programs which offer everything in the given period of time (if its a one or two-year program - offer all the courses during that time frame). Especially evening programs

Ask for more than high school diploma, ask for transcript

II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

Transportation financing for way to program (from state)

Communications to community (parents) from school and business

Motivation of students

MANPOWER/CETA/LABOR/STATE AND FEDERAL AGENCIES

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

Comprehensive system depends on delivery to meet needs of all kinds of activities - delivery system: expanded opportunities for vocational education

Location of funds and availability of funds and notification of programs

Coordination and selection of local advisory councils: industry, education institutions, and manpower administration

Lack of feasibility studies and cost awareness factors

Upgrade training

Research programs and client awareness: labor market information, apprenticeship, job expectations, employability skills, and client assessment of values and training

Educate administrators

Involve private sector: in-service training

Create positive awareness for vocational jobs

Handicap needs

II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

More effective coordination of existing programs, client awareness, research programs and information dissemination with an attempt to diminish turfism

Increased involvement and commitment of private sector, including advisory councils, planning, and implementation of programs

Education of administrators and increase program accountability, including market information, apprenticeship, job expectations, employment skills and client assessment

IV. RECORD SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING TECHNICAL/VOCATIONAL EDUCATION RELATIVE TO THE TOP THREE NEEDS

More effective coordination of existing programs, client awareness, research programs and information dissemination with an attempt to diminish turfism

Interagency meetings

Uniform system to measure effectiveness - program operations

Coordination and awareness of congressional/legislative and political realities

Increased involvement and commitment of private sector, including advisory councils, planning, and implementation of programs

Include more members of private industry on planning councils (CETA Planning Councils, Educational Planning Councils and Special Curriculum Development Councils)

Educate private industry in in-service training

Take advantage of existing in-service training and education of private industry

Educate administrators and increase program accountability, including labor market

information apprenticeship, job expectation, employment skills, and client assessment

Increase public relations for vocational education

Development of qualitative performance measurement system as applies to clients, as well as program operators

Reassessment of existing vocational education personnel development programs and modifications where applicable

PTA/SCHOOL BOARD/PARENTS/CITIZENS

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

More and better printed materials for different vocational programs

Publicity to parents about vocational education

Publicity to other teachers about vocational education

Implementation of Career Education from elementary level through 12th grade

Inform school board

Adequate funding for program from State

Better local support in funding, resources, etc.

II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

Establishing lines of communication within total community such as parents, citizens, teachers, counselors, etc.) through PR involvement

Adequate resources at state and local level (funding facilities)

Redirect school curriculum to make more relevant to needs of students in community (i.e., career education)

IV. RECORD SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING TECHNICAL/VOCATIONAL EDUCATION RELATIVE TO THE TOP THREE NEEDS

Provide awareness and orientation of school programs to the community through speakers at community - civic meetings, through school boards, advisory councils, newsletters, press releases and other news media

Awareness and orientation for classroom teachers, administrators, and counselors through in-service

Establish better lines of communication with Legislature in order to communicate needs, priorities for vocational education

Actively recruit local resources for funding facilities, equipment and human resources

Identify needs of students in community through needs assessment

Implement career education K-12!

Develop goals and objectives based on identified needs

Revise curriculum and program to address stated goals and objectives

Implement revised curriculum at all levels!

STUDENTS/FORMER STUDENTS

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

Job descriptions more well-defined

More guidelines for each cooperative program

Less overlapping of vocational jobs

District policies alienate funds for vocational education

Student organizational funding if applies

Re-emphasis on definitions of technical vocational education for students, parents, and community

Building facilities for vocational education students

II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

Re-emphasis on definitions of technical vocational education - more public relations

More well-defined job description for cooperative programs

More funding for each district for equipment, facilities, and student organizations

IV. RECORD SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING TECHNICAL/ OCATIONAL EDUCATION RELATIVE TO THE TOP THREE NEEDS

Feature articles on vocational education programs and students in school newspapers

Slide presentations at PTA and service organizations

Bilingual direct mailer to parents of vocational students

Presentations through other school clubs such as Student Council, etc.

Career testimonies from vocational education students on film

Spot public service announcement in radio and television - must be appealing and informative

ACTVE - Chamber of Commerce workshops on vocational education

Specific and definite job descriptions from Texas Education Agency to rid overlapping

More funding for building facilities, textbooks and resource materials and student organizational funding

TEACHERS

I. BRAINSTORM A LIST OF NEEDS FOR TECHNICAL VOCATIONAL EDUCATION RELATIVE TO YOUR SPECIAL INTEREST GROUP

Image of vocational education

Attitude of parents toward vocational education

Recruitment of students

Administrators - lack of knowledge

Funding

Follow-Up Report (working full-time - school part-time, full-time student, part-time work)

Exploratory courses

"Academic Teacher" ≠ Vocational Teacher = rapport

T & I Pre-lab leaving to go into coop classes (follow-up)

Overlap of areas between DE and HECE

II. LIST THE TOP THREE NEEDS AS IDENTIFIED BY THE GROUP

Changing image of vocational education - improvement

Follow-Up (Dictates what we do instead of necessarily meeting needs of students) T & I especially concerned

Work more closely with community and advisory council - informing public

IV. RECORD SUGGESTIONS AND RECOMMENDATIONS FOR IMPROVING TECHNICAL/VOCATIONAL EDUCATION RELATIVE TO THE TOP THREE NEEDS

Image - Become a part of total education program

Become visible and involved in activities

Personal contact with parents (home visits)

Programs for Civic Clubs

Have other programs visit your classes

Follow-Up - Explain importance of follow-up to student

Needs to be reflective concerning training received

Don't bother employers with too much paperwork

Informing Public - Slide presentation on programs

Advisory Council

Students will sell program - get them involved in recruitment

Section 2B

ADVISORY COUNCIL FOR TECHNICAL VOCATIONAL EDUCATION (ACTVE) HEARING
BROOKHAVEN COMMUNITY COLLEGE
October 10, 1978

Participants are encouraged to provide written testimony concerning their needs. Some may desire to give only written testimony or use as a supplement to group concerns. This form is provided for your written response.

WRITTEN TESTIMONY RESPONSE FORM

I. IDENTIFY YOUR CONCERNS RELATIVE TO TECHNICAL/VOCATIONAL EDUCATION

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II. SUGGESTIONS OR RECOMMENDATIONS FOR IMPROVEMENT RELATIVE TO YOUR CONCERNS

.

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III. RESOURCES AVAILABLE TO ADDRESS CONCERNS

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HOW WOULD YOU BE ABLE TO ASSIST ACTVE IN WORKING WITH SOLUTIONS TO CONCERNS RELATIVE TO TECHNICAL/VOCATIONAL EDUCATION?

Submitted By: _____
NAME

_____
ADDRESS

_____

_____
Phone Number

_____
Position

Forms will be collected at the close of the ACTVE Hearing. If return mail is used, please submit to:

Mr. Roger Melton
Region 10 Education Service Center
P. O. Box 1300
Richardson, Texas 75080

I. IDENTIFY YOUR CONCERNS RELATIVE TO TECHNICAL/VOCATIONAL EDUCATION

With share drafts, real estate mortgages, data processing, credit cards, and electronic funds transfer now becoming a service offered by credit unions, the credit union manager must master many complex skills.

With the growth of credit unions in number and size, qualified personnel to staff them are scarce.

Many credit union employees have been "raided" from banks and savings and loans and, therefore, are unfamiliar with credit union philosophy and organization.

Training programs for existing credit union employees are insufficient, and training programs for young employees are few and far between.

On-the-job training is too limited.

Failure to identify needs of students for this type of education within the school systems are a part of the educational process.

Too much emphasis on college preparatory work without due regard to the Technical/Vocational Education.

Not enough identification of student aptitudes for training by accepted aptitude tests that are given students to enable counselors to better work with the student in good achievement.

High school graduates are not as adequately prepared for the job market in reading levels, mathematical skills (basic) written communications.

Not enough recognition for achievement in this area as others.

Change the Student Follow-Up Form on students so we can accurately report they are in college pursuing career studies in Vocational Education or in college part-time while pursuing some career.

Need to present a better image (administrators, parents).

Amend follow-up reports to show that students are in more than one area.

Work more effectively with Advisory Council.

Useful homemaking remain vocational.

Continue good vocational teacher inservice.

Overlapping occupation needs to be clarified.

More range where state $400 could be spent.

There is a need for consistency in the interpretation of program guidelines and regulations from one program to another. Even within a single program interpretations vary from person to person.

Procedures for reporting are changed too often. Teachers and administrators get used to one procedure and its time to change. Also some reports are duplicated.

There is an overlap in the areas that certain coop programs work in, i.e. DE and HECE.

School districts are sometimes permitted to begin programs in areas that are "overcrowded." Particularly, this is true in coop programs where training stations apply to re-allocation of programs. It appears that some existing programs would be difficult to justify.

Money should be made available for updating programs. There has been none available for three years.

Provide travel for O. I. Instructors at 8th grade level.

Streamline annual plan for LEA and make it easier to work with and more realistic.

Provide state supplemental pay for PEL Industrial teachers.

Put supervisors on 12-month contracts as the need arises.

People outside vocational education; i.e. other education, media, chamber of commerce, boards of education, PTA should be more aware of status of vocational education.

Individual students need counseling for life and making a living. Each student needs to set goals.

Need more facilities.

Need equipment (funds) replacement.

Supplementary varies for vocational teachers - PEL (Need TEA money to pay more to vocational teachers. We can't compete with salaries paid by industry)

Need vocationally oriented academics - to enhance vocational education.

Requirements for graduation too high. Should have vocational technical degree.

Job description more well-defined for each vocational cooperative program.

Re-emphasis on definition of technical-vocational education for students, parents, and community.

Educational facilities and materials for technical and vocational education.

Need to have job descriptions more well-defined in all vocational programs.

Need to inform parents, students and community about vocational education programs.

More funding at the district level for vocational education.

Increased funding for facilities and textbooks.

More student/parent information materials and sessions.

Re: Vocational Education more well defined job descriptions as relates to the different coop programs.

Less alienation from funding caused by district policies.

I am a VAC teacher. I need some place to get skill training for my students. When one of my students is ready to graduate, I want him to have a skill he can use or fall back on throughout his life.

Image of vocational education to school, adult, parents and community: Educating the parents on vocational offerings - the need of bringing the parents into the classroom.

Funding - we need to continue our ancillary programs offered to vocational education. The need of skill option to those graduates in the VAC program. Working with the community college in offering skill and technical training to these students.

Working with the community and advisory councils: making advisory committees functional in every community.

Improve public relations with academic teachers as to what vocational education is trying to accomplish.

Ways to show the parents and students the need for vocational training.

All vocational education/personnel to work more closely with the community for showing what vocational education can accomplish.

The Texas Education Agency and the state legislature is not adequately meeting the needs of black, disadvantaged students in the public schools in vocational education programs. Students are reading four years, etc. behind grade level at graduation, behind in math skills, etc. Vocational Education teachers have to try to make these students employable. Academically unprepared for the world of work, black, disadvantaged students more often have improper work attitudes, etc.

TEA funding/unit allocation system is not up to helping the white, middle-class ISD add new programs - not the poor disadvantaged district. Poor districts cannot add new programs because they do not have monies available for new buildings. Poor districts have lower salary scales and sometimes draw less competent professional staff.

II. SUGGESTIONS OR RECOMMENDATIONS FOR IMPROVEMENT RELATIVE TO YOUR CONCERNS

Establish two-year associate degree program in credit union management in community colleges.

Establish credit courses in credit union management at four-year colleges.

Provide continuing education for areas not covered by credit courses in two-year or four-year schools.

Appropriate testing and identification for aptitudes beginning in 6th grade and 9th grade.

Emphasis in the quality of training and education with established standards that maximizes the course effectiveness.

Do not use vocational education as a dumping ground for slow or troublesome students from other vocational areas.

I would like the TEA people to settle the dispute between DE and HECE as to the overlapping occupations where selling is concerned. I feel both programs have their place and we can satisfy the needs of our HECE students as to occupation they choose even though some "selling" is involved on-the-job! I don't think there can ever be a clear-cut line in any of the programs - Even Health Occupations students are required to do some office work that pertains to the VOE program!!

New and more inclusive forms.

Better communication between TEA members and Marlin Brockette in order to help us fulfill the needs of our students!!

Standardize program guidelines and procedures. Homemaking, for example, has many procedures that are not common to other programs.

Eliminate projects being begun merely to obtain funding money and to keep someone in a job ("professional" project writers, etc.)

Guidelines for each program more clearly defined and elimination of competition between programs not only at the local level but at the state level.

More strict screening by TEA before allowing a new program to be approved or existing program being re-allocated.

Vocational Education needs a greater proportion of education funds to do the job.

Salaries for well qualified technically trained persons should be available.

More vocational counselors.

Education plan for every student, not merely those with identified special needs.

Pass state legislation to provide facilities for vocational education.

Provide matching funds for equipment.

Pass legislation to pay vocational teachers more money than academic teachers.

More local input (or decision on what vocational courses are offered.

TEA to define each vocational cooperative program and its job in specific terms.

Slide presentations, newsletters to parents, presentations to community groups. Spot ads on radio and TV and more funding state and federally for facilities and materials.

Definite job descriptions from TEA to prevent overlapping of job areas.

More public relations through television, newspaper and radio.

Funds given especially to vocational education.

Increase the amount of money coming out of each "education" dollar that goes to vocational education.

Utilize PTA student organizations and community service organizations to have informative and up-to-date film presentation.

Get better defined job descriptions from TEA.

Coop training situations between several schools.

TRC might fund grants for vocational schools in certain spots in county - students could be bussed.

All junior colleges allow students to enter skill courses (if they are expected to be successful) in their junior year.

All schools make their vocational programs available to students in other schools - and this rule be enforced.

Image: Be visable and involved in the total curriculum of the school. Don't separate vocational education from the academic offering. A mandated program of inviting parents to observe programs.

Working with the community and Advisory Council: A mandated function of local advisory councils.

More publicity to the community about the various vocational opportunities available to the individual. This can be done through television, radio, and the newspaper (local).

Changing vocational teachers' attitudes to a more positive way about the importance of their work and role.

Suggest the Governor, the Commissioner of Education or State Director of Vocational Education form a task force to study this present, underlying problem plaguing our cities, etc. and make appropriate recommendations.

HOW WOULD YOU BE ABLE TO ASSIST ACTVE IN WORKING WITH SOLUTIONS TO CONCERNS RELATIVE TO TECHNICAL/VOCATIONAL EDUCATION?

The Texas Credit Union League is prepared to assist any college in Texas in establishing a two-year program in credit union management. Assistance can come in the form of recommending persons for an advisory committee, curriculum development, acquiring instructions materials, providing personnel for instruction, and any other measure that would ensure a quality program at the institution.

Make recommendations based upon experience as teacher and career in health delivery services.

Work with concerned personnel to help place in proper perspective in the educational system.

Help to discover new sources that offer career opportunity and satisfaction for young people.

Provide opportunity for adult education in this area to assist in preparation for changing job markets.

Helping draft a new, more inclusive follow-up form.

Personal testimony about the needs of my students in the areas of fashion, fabrics, home furnishings.

Image - Become more a part of total education program. Explore every opportunity to contact and work with parents.

Follow-up: explain the importance of the follow-up to students. Follow-up needs to be revised and more realistic.

Advisory Council - Work more with Advisory Council.

Communicate with them when appropriate.

Provide input upon request.

Serve on committees.

Local dissemination of information.

Serve on a legislative committee.

Work with local vocational "General Advisory Council."

Work the State Board of Education.

Work through my own local school and district to reach students. Parents, and community through public relations about technical vocational education.

Become more involved at the district level in vocational education.

Express needs of VAC students.

Assist in any way possible to set up programs and help it to run.

Become more of a total program of education. Not a part of education.

Become more involved with local advisory committees.

Suggest parents become more involved with the students educational progress. This is to be carried out by the individual instructor, through inviting (any highly suggesting) the parent(s) into the lab or classroom to see with their own eyes what is happening.

PART III

THE STUDENTS SPEAK

Perhaps the most encouraging and uplifting part of the hearings was the testimony received from students and former students.

Sixty-four students and former students attended the hearings and many of these "testified" as to the positive impact vocational and adult education had had on their lives. They also emphasized the necessity for teachers to stress relevancy in all courses -- especially general education subjects. They want to know how each subject they are studying will help them in the world of work.

We would like to have included every inspiring word the students said, but due to space restrictions, have held it to just a few. All said vocational education had made a difference in their lives and they encouraged continued support of vocational education and adult education from Legislators and policymakers.

"I am presently a vocational student in the field of cosmetology. Being a second-year student, I know and realize that vocational programs are a major part of growth in education and the industrial society of the world of work. There are certain advantages provided through vocational education One is obtaining the knowledge of a saleable skill which may be used as a means of financing further education or going immediately into a career. There is the advantage of obtaining a skill tuition free, without having to attend post-secondary schools or having to pay fees to private institutions. Also, there is the opportunity to pursue an occupation even before completing high school. This is a distinct advantage over non-vocational students who will require additional training after graduation. Also, one has the opportunity to get involved in youth leadership organizations, which teach leadership qualities, job preparedness, skill competition and the ability to meet and share ideas with other students throughout our state and nation. All of these advantages, I feel, are enabling me to become a productive citizen in my community and state. I thank the entire Texas education system for providing me the opportunity of enrolling in the vocational program of my choice."

"We're students and maybe we can give you just a few hints or projections that would help you understand how the students feel about your programs and your teachings. Through Distributive Education, I've been given confidence in myself, as an individual and as an employee at a business firm. I know I can do my job, and I know that I can understand my responsibilities, and react in a way that would help the business I'm working for. I've been given knowledge in communications, human relations, mathematics, personal service and general business. And I know I can handle anything that comes along."

"I am 17 years old and a recent graduate of a local high school. I had to drop out of school in 1976 because of a personal problem. Then I came to realize I couldn't be a dropout all my life, because I wanted to get an education and become 'somebody.' I tried to get back in high school, and the high school wouldn't accept me, because they said I would be too far behind. They referred me to South Texas High. It was different for me -- few students and good communication between teachers and students. They really cared about us. I graduated from South Texas High in 1977 and then entered TSTI. I work at South Texas High and attend TSTI and hopefully I will graduate in March. Thank goodness for vocational education and teachers who cared."

"I am a former student of vocational education. In three minutes I couldn't begin to scratch the surface of how vocational education helped me in my life. As a student of vocational education, I was exposed to many business people; I had counselors who advised me because they were interested in my future. While in high school I learned to work with my hands and my head to do better in areas that helped me find employment. My work experience plus my related math qualified me and gave me confidence to apply for the electrical apprenticeship program. After being accepted, I took on-the-job training at night and worked during the day. I hope to soon achieve my journeyman status. In this time of change, if funds are not allocated, vocational education will fall behind. I strongly recommend continuous support of vocational education because it

had a tremendous effect on my life."

"I feel you have to mature into vocational education. When I was younger, I didn't care about work -- all I wanted to do was ride around in cars. It took me until my sophomore year to get into diesel mechanics. And as Mr. Pickett said about maturity -- 'if you're not mature, you're not going to get there.' And I found that out by going into diesel mechanics -- it helped me mature and now I'm president of VICA for this district and working on-the-job. I am up to the level of the guys who've been working on that job for about five years."

"I am a student at Jane Long Junior High, and I am taking an exploratory program, which is for students in the ninth grade. The Marketing Exploration program I take gives me an idea of what careers are available in the retail, wholesale, and marketing industries. It teaches a student what it takes to get into one of these careers. And it gives me an idea about what jobs I want to have in the future. We learn and do many different things -- just like adults do on real jobs. We build model cities and make posters; design our own newspaper routes; check into class through a real time clock; and receive a paycheck (fake) from our class payroll department for time on the job...time in class that week. I'm glad that Marketing Exploration is at our junior high -- it has really helped me in deciding about my future."

APPENDIX

TABULATION AND CLASSIFICATION OF PARTICIPANTS
IN 20 REGIONAL HEARINGS

Participants / HEARINGS	Abilene	Amarillo	Austin	Beaumont	Corpus Christi	Edinburg	El Paso	Fort Worth	Houston	Huntsville	Longview	Lubbock	Midland	Mt. Pleasant	Richardson	San Angelo	San Antonio	Victoria	Waco	Wichita Falls	TOTALS
SECONDARY EDUCATORS																					
Superintendents	1	1	0	2	1	2	2	0	6	4	0	0	2	0	3	1	1	0	1	6	30
Administrators	0	4	1	1	2	0	3	1	3	7	2	5	1	1	7	2	2	0	0	2	44
Voc. Administrators	2	8	5	7	3	12	3	7	25	12	4	3	5	6	14	3	10	6	9	4	148
Counselors	1	7	4	7	0	5	4	4	4	9	1	3	4	3	11	2	3	4	2	3	81
Teacher/Coordinators	0	5	3	22	3	6	6	2	9	1	2	4	5	0	18	2	7	1	1	11	108
POST-SECONDARY EDUCATION																					
Presidents	0	0	0	0	0	1	2	0	4	0	0	1	2	0	0	1	0	0	0	0	11
Administrators	1	7	1	2	3	4	6	3	9	3	2	3	4	1	12	0	10	1	11	3	86
Voc.-Tech. Admin.	0	1	2	1	3	2	0	0	1	5	1	1	0	1	7	0	2	2	7	1	37
Faculty	0	0	2	0	1	1	0	0	4	8	0	2	0	0	2	2	1	0	0	0	23
Counselors	0	1	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	6
OTHERS IN EDUCATION																					
Students	0	0	0	2	0	2	0	9	1	34	0	0	1	1	2	0	3	0	0	9	64
Texas Education Agency	0	0	6	0	4	1	0	2	1	1	0	2	0	0	2	0	0	0	3	0	22
Educ. Service Centers	1	1	5	2	3	2	3	4	2	4	4	0	3	4	3	6	6	2	2	2	59
Senior Colleges/Univ.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL EDUCATORS	6	35	30	47	24	38	29	32	69	90	16	24	27	17	73	19	45	16	36	41	719
SBOE MEMBERS	1	1	1	1	1	0	0	0	0	0	1	1	0	0	0	0	2	0	0	0	8
ACTVE MEMBERS	1	2	3	3	3	3	3	2	5	4	3	1	4	3	2	2	3	2	4	2	55
ACTVE STAFF	2	2	2	3	3	3	2	2	4	4	2	2	2	2	3	2	2	2	4	2	50
NON-EDUCATORS																					
Business & Industry	0	4	7	14	2	7	7	5	9	2	2	7	2	2	9	7	9	18	4	3	120
Chamber of Commerce	1	0	0	1	3	0	0	0	1	0	1	1	0	0	3	2	2	1	2	0	18
Health Industry	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	2	1	0	0	0	6
Local Adv. Councils	0	1	1	0	1	1	0	1	2	2	2	0	2	2	2	0	1	3	0	2	23
Local Board of Educ.	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	3
Private Schools	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	3
Labor Representatives	1	2	0	0	0	0	0	0	0	0	3	0	0	1	2	0	0	0	0	0	9
Local/Co./Reg. Govt.	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	4	4	2	1	17
State Agencies	0	0	2	1	2	0	1	0	0	4	1	1	4	0	15	1	1	2	1	0	36
Comm. Action Agencies	0	0	0	0	5	0	2	0	0	0	1	0	0	0	0	0	0	0	1	0	9
Manpower Programs	0	0	0	0	5	0	0	0	0	0	0	1	5	0	3	2	2	1	0	1	20
PTA & Women's Clubs	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	3
Federal Agencies	1	1	0	0	0	0	0	0	1	0	0	0	0	0	2	0	8	0	0	0	13
State Legislators	0	1	1	0	0	0	0	0	1	0	2	1	1	1	2	1	1	0	2	0	14
News Media - T. V.	2	0	0	0	2	1	1	0	3	0	0	0	1	0	0	0	1	0	1	1	13
News Media - Print	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	4
Others	0	1	4	1	1	0	3	5	0	3	0	3	1	0	1	4	11	1	3	0	42
SUB-TOTAL NON-EDUCATORS	12	16	22	26	28	15	21	16	29	20	19	21	22	11	44	24	49	35	24	12	466
GRAND TOTAL	18	51	52	73	52	53	50	48	98	110	35	45	49	28	122	43	94	51	60	53	1185

TABULATION OF TOPICS/CONCERNS VOICED AT HEARINGS

	Victoria-Region III	Corpus Christi-Region II	Edinburg-Region I	San Angelo-Region XV	Midland-Region XVIII	El Paso-Region XIX	San Antonio-Region XX	Houston-Region IV	Beaumont-Region V	Huntsville-Region VI	Longview Region VII	Mt. Pleasant-Region XIII	Richardson-Region X	Fort Worth-Region XI	Waco-Region XII	Abilene-Region XIV	Lubbock-Region XVII	Amarillo-Region XVI	Wichita Falls-Region IX	Austin-Region XIII	Total
Quality/Relevancy of Education	4	5	5	2	2	2	4	6	2	4	1	9	8	7	6	4	3	5	11	3	93
Need for Skilled Workers	2	10	4	9	5	1	5	7	2	6	5	3	3	2	3	1	4	5	4	3	84
Image	14	1	2	5	2	2	3	5	2	3	1	1	11	5	4	1	6	2	5	2	77
Industry/Education Partnership	3	3	7	3	4	5	3	8	4	6	5	1	5	7	3	3	2	3	1	1	77
Funding	3	13	4		2		4	3	2		4	2	5	3	1		5	4	6	2	63
Special Groups			1	8	5	7	8			5			2	3	7	3		1	3	8	61
Attitudes	8	1	5	5	2	2	2	2	1	2	11	1	1	4			2	4	1	1	55
State Administration	2	2	3	4	3	3	5	1	3	1	2	3	2	8	1	1	4	2	2	2	54
Teacher Preparation and Certification/Counseling	1	6	5	4	1	1	9	2	2	2	2			4			1	3	3	2	48
Adult Education	3	1	7	4	1	2	3	5	1	1	2	5	2	1	1	2	3	1	1	1	47
Coordination Between Agencies/Programs	2	3	5	4	1	2	9	1	1	1		3	2		2	1	1	4			42
Career Education/Career Exploration	7	2	1	2	1	1	1	6	1	5	2	1		2	2		1	3	3		41
Better Salaries	2	1	1	2	1	2		2		2	3	1	2	3		1		4	4		31
Facilities	4	3	2	1		1	2	3		2	2	1	1	1		2	2	2	2		31
Apprenticeship Programs		1		3	1	2	2	1	1	1	1	1			2	1	3	1	1	1	23
New Programs	2	1	1	1	1	1			1	3	1				2		3	2			19

NOTE: We couldn't include testimony given at the hearings verbatim, so we have included a tabulation on the number of times major topics/concerns were mentioned. Of course, we can't claim that we "caught" every reference to every topic, but we did our best.

The recorder went on the "blink" in San Antonio, so we had to get our input from the written material submitted.

We have also included a couple of topics that were not included individually in the other sections of these Proceedings. "Better" salaries" and "facilities" were included under other titles, but they were mentioned enough that we felt they should be segregated in this table.